DEC 30 1926

Journal of EDUCATION

BOSTON, MASS.
Vol. CIV, No. 24

December 27, 1926

TEN CENTS A COPY
BY THE YEAR, $3.00

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

For a Century

the Supreme Authority

on the

English Language

WEBSTER

Webster's Secondary School Dictionary 864 pp. $2.20
Indexed 2.40

Webster's Elementary School Dictionary 720 pp. 1.20

Webster's Shorter School Dictionary 544 pp. .92

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

GUIDE BOOKS TO LITERATURE

ENGLEMAN & McTURNAN

BOOKS ONE, TWO AND THREE

For Junior High Schools

Teach the pupils enough of the best Literature of the past to give them a knowledge of our literary heritage—and a standard for forming judgments. Combine with this best of the old enough of our current writings to show them that Literature is a **living**, dynamic thing—a vital outgrowth of our national life.

How well this has been accomplished is indicated below:

"THE GUIDE BOOKS TO LITERATURE abound in excellent material suitable for study in the Junior High School. There is a varied collection of worthy selections; the books are up-to-date, still keeping in mind the much desired classics. The 'Aids to Understanding' and questions accompanying each selection are an immense aid to the students."—Washington.

Write for Brochure

Laidlaw Brothers

Educational Publishers

2001 Calumet Ave. Chicago — 118 East 25th Street New York

KING-CLARK FOODS TEST

By FLORANCE B. KING
Home Economics Department, Indiana University
and HAROLD F. CLARK
School of Education, Indiana University

As a standard measure of students' knowledge and ability in the essentials of a course in foods or cooking, this test serves several purposes. Used at the beginning of a course, it furnishes a basis for classifying students into homogeneous groups for instruction; as a final examination, it gives an accurate measure of achievement which can be used in making comparison between classes or schools; it provides a means for discovering the difficulties of students and the kind of subject matter requiring more attention; it makes possible a comparison of the efficiency of different teaching methods.

The test covers that body of fundamental subject matter which should be included in any course. Sixty questions comprise the test. Three alternative answers are given to each question, the student to select the correct one.

The test requires 30 minutes of working time. It is simple to administer and scoring can be done rapidly. The test has been used with 5,000 students and norms are provided for grades six to twelve.

Test: Form A. 4 pages. Price per package of 25 Test Booklets, with Manual of Directions and Key, and Class Record, $1.00 net.

Specimen Set. Price 10 cents postpaid.

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston — 2126 Prairie Avenue, Chicago
Also Atlanta, Dallas, San Francisco, Portland and Manila

New Books Supplementing the Webster Histories

WEBSTER'S READINGS IN EARLY EUROPEAN HISTORY

Sufficient supplementary reading, chiefly biographical or narrative, for a high school course in ancient, medieval, and early modern history. Each chapter is limited to the work of a single author. List price, $2.00

WEBSTER'S READINGS IN MODERN EUROPEAN HISTORY

Extensive extracts from memoirs, letters, diaries, speeches, and other primary sources of information for the great events of the last three hundred years. Each chapter is limited to the work of a single author. List price, $2.00

D. C. HEATH AND COMPANY

Boston New York Chicago Atlanta
Dallas San Francisco London

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR DECEMBER 27, 1926

EDITORIALS:—
- Wasted Energy 619
- First Line of Defence 619
- Teachers' Clubs 620
- Four Decades of San Diego 620
- State Associations 621
- President Aurelia Reinhardt 621
- New York Salaries 621
- Cleveland Heights 621

PROFESSIONAL CULTURE OF TEACHERS 622
By A. E. Winship

THE WORLD ESSAY CONTEST 623

BELDING'S PAGE 624

YOUNG LIFE IN GANGLAND 625
By Richard K. Morton

EDUCATION IN STATE OF WASHINGTON 626

THE ASSIGNMENT 627
By Lawrence Louthian

CHARACTER TRAINING 628
By G. W. Gerwig

MASSACHUSETTS BULLETINS 628

A VICTORY FOR FREEDOM OF THOUGHT 629
By Henry Flury

RELAX AND SMILE 630
By Ethel M. Farmer

PERSONAL AND PROFESSIONAL 632

CHARACTER CHATS 633
By Joseph B. Egan
- Guilty or Not Guilty 633
- The Gilded Weather-Cock 633
- Henry Wadsworth Longfellow 634
- Tomorrow Will Be a New Day 634
- The Human Castle 635

EDUCATION IN ACTION 636

TREND OF THE TIMES 638

THE BOOK TABLE 639

GRINS BETWEEN GRINDS 641

Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Wasted Energy

THE spawn of a codfish contains 6,000,000 eggs, but only two of these eggs produce a cod that reaches maturity. A vast amount of time and thought is being expended to find out why the 5,999,998 eggs fail to function. It will be interesting to know what is discovered by these scientific students.

There are a vast number of influences focussed on every child and youth, and the influences that mature are infinitesimal.

The one great professional study which needs infinite development is a knowledge of why so many influences fail utterly. We plan curricula on the theory that we can provide seed influences all of which will function, when we know perfectly well that those influences which function are an infinitesimal part of those to which a boy or girl is exposed.

It would be comedy were it not tragedy for high-strung propagandists to claim that they have a fresh psychology or an irresistible subject method that only needs one application to assure eternal functioning.

First Line of Defence

"THE Teachers the Nation's First Line of Defence," will be the line of thought in the general program at the Seattle meeting of the National Education Association, July 1-8.

President Blair will magnify the opportunity and responsibility of the teachers to the nation and of the nation to the teachers. Never has there been a program of any national association that has demonstrated as the Seattle program will demonstrate the reliance of the public upon the intelligent devotion of the teachers of America on the one hand and the responsibility of the public for making their line of defence defendable. It will be an unusual program.

The Union League Club of Chicago is to have a second building for club for boys. The building will cost $150,000. The first Union League Club for Boys was opened seven years ago and the first year juvenile delinquency in that police district decreased 76 per cent. This is beginning reform at the right end in the right way.

Teachers' Clubs

NEW social educational affiliations are needed. There is a serious professional intensity that is becoming alarming. The difference between champions of rival factions over junior high schools, platoon and anti-platoon schools, methods of teaching phonics, testing and measuring, schemes for character education makes professional sinners out of educational saints.

It is of the utmost importance that there be some place in every city where outs and ins, saints and sinners have to forget their differences and for the time being pretend to be friends—a place where they have to admit that those who differ with them really have no horns.

One of the best demonstrations of the benefit of social affiliations is the Teachers Club of New York City of which Dr. Albert Shiels is president, and Abby Porter Leland, secretary.

The club was organized in 1922 by a small group of teachers who held a vision of social usefulness to members of their profession, a small group which had come to feel that there was a real need in its ranks of a social and professional club, an organization that would do for its members what the Bar Association, the American Society of Civil Engineers, etc., have done for their professions. The club sets as its dominant note social and professional contact. It desires for its members spiritual growth in fellowship and understanding.

The club maintains an attractive suite at the Madison Square Hotel. These rooms provide a place where members may meet and entertain their friends; where they may receive mail or write a letter; where they may rest or freshen for the next appointment; where broad educational policies may be furthered by the interchange of ideas with congenial people. The club provides for its members a quiet, restful spot where they may come for a cup of tea, an hour of social intercourse, a conference with fellow workers, a place that is as nearly as may be a real home in the midst of the city's activities, offering conveniences with the advantage of complete independence. There are various social affairs, teas, dances, dinners, bridge and theatre parties, excursions and outdoor suppers, which members may attend or not as they desire.

A distinctly characteristic committee is that on hospitality to foreign teachers. The duties of this committee include the welcoming of distinguished foreign teachers who come to New York, the extending to them of the courtesies of the club, and the establishing of points of contact between them and the club's members.

Four Decades of San Diego

IT IS forty years since John D. Spreckels began to make a matchless city for wealth and health, for recreation and education from the mountain to the bay, and today San Diego is the fourth city in size in California, a city without a rival in climate, in domestic comfort and social morale.

Climate is a fine asset, but it must be capitalized like any other of Nature's gifts, and John D. Spreckels utilized every charm that nature provided from Point Loma to the crest of the mountains. Never has one man had as much to do with the creation of so large a city as he did for San Diego.

But no city is made by one man. What he really does is to gather persons who will make a city, and San Diego has been created by groups of rare personalities, men and women of exceptional talent and taste. One man said this summer that it was certainly worth two thousand dollars a year to have the comforts and luxuries that San Diego provides for three hundred and sixty-five days every year.

Persons who go to Southern California to be idle for a few winter months often speak of the climate as enervating, but we have known San Diego every year for near forty years, and we have known no city from Bangor to Seattle whose citizens do more, live better, enjoy living more than do people who have lived in San Diego for several years, and John D. Spreckels knew how to inspire the doing of things in ways that promoted using climate as an asset rather than a liability.

Lord Northcliffe, who built up the greatest publishing business in the world, depended upon individuals. He said an individual might make a mistake, but whatever was done had specific individuality while anything done by a committee or a group of individuals was sure to be a compromise and represented nothing but a compromise. John D. Spreckels was a great personality, and if he made a mistake, he knew why it was a mistake, and how to correct it.

San Diego is a city that still utilizes personalities rather than compromising groups. This could be easily demonstrated were it necessary. This is responsible for the cleanest morale of any city of its size that we know.

We are led to write this at length about San Diego because we have been there frequently of late, but chiefly because we have been reading "The Man John D. Spreckels," by H. Austin Adams, as illuminating and fascinating a biography as we have read in many a month.

The "case method" is giving the theorists as much trouble as science is giving theology.

State Associations

THE best demonstration of a healthy professional spirit with neither a too high or too low blood pressure is the health of the State Associations.

The National Education Association is the noblest demonstration of a safe and sound educational condition. The best assurance of its soundness is the virility of the State Associations. A few months ago there was a plan conceived which had fabulous prospects, but it vanished in thin air over night when its advocates realized that no State Association would stand for it.

Nothing can happen at headquarters in Washington, nothing can be voted by the executive committee, nothing can be voted by the delegate body that can by any possibility materialize unless all of the State Associations heartily approve of it.

There was an expectation that the approval of State Director was adequate for the achievement of anything, but it is perfectly clear now that the one indispensable requirement for the achievement of anything, great or small, is the hearty support of the State Associations.

President E. A. Alderman, president of the University of Virginia, says: "Automobiles may be collegiate, but are not scholastic." A large per cent. of students with automobiles never graduate.

A one-track mind never gets anywhere except on that one track.

President Aurelia Reinhardt

ALAMEDA County, California, has in its borders Oakland, Berkeley, Alameda, and other municipalities. There is to be a new County Charter. Only freeholders could vote for the Board of Freeholders who will draft that charter. There are ten on that famous Board of Freeholders, and Mrs. Aurelia Henry Reinhardt, president of Mills College, is high man—the only woman candidate for this responsible service. There is no question but that President Reinhardt is the most brilliant woman on the American platform. She is a talented representative of scholarly education, is highly professional, and has all the arts of captivating public appeal. She is evidently not without honor in her own county.

NEVER forget that the United States has never asked France to pay one dollar of the vast amount loaned France when France was in the war. Nearly $5,000,000,000 was loaned to France when she was in trouble. This has always been a free gift. None of the principal or interest has ever been asked of France, has ever been regarded as a debt to the United States. It was given as freely as was the life blood of our soldiers. Money loaned to France afterwards has been regarded as a debt.

New York Salaries

IT SEEMS certain that the next New York Legislature will provide $18,000,000 for increase of teachers' salaries in the state. Of this $14,000,000 will be enjoyed by the teachers of New York City. The recommendation comes from a committee appointed at the suggestion of Governor Smith to consider public school finances. There are many indications that there will be no serious opposition to the bill prepared by the committee.

More than two hundred of the teaching force of Atlanta will go to the Texas meeting of the Department of Superintendence of the N. E. A. in a special train arranged for by Superintendent Willis Sutton.

Cleveland Heights

CLEVELAND has been a leader in education among the cities of the country for more than half a century, and now its suburbs are rivaling the city in every phase of education. We have frequently called attention to the evidences of this devotion to public education. Cleveland Heights is the latest to demonstrate aspiration to provide the best that money can buy in buildings, equipment and professional talent. It has recently dedicated a high school building that has no superior in any city in the country. It has cost, above the land, $1,600,000, and it is the latest word in every respect. It provides every conceivable appointment of laboratory, library, physical education, music, art and every other modern need of a school of fifteen hundred high school students with the provision for expansion to a capacity for a thousand more students. The auditorium will seat near two thousand. Superintendent F. L. Wiley has been the heroic and brilliant leader for the three years in which the community was creating aspiration and devotion necessary to vote bonds for the best that could be provided for the children and youth. While the architects and builders were providing this wonderful palace for learning Mr. Wiley has been equally skilful in having the latest in scholarship and professional education.

There are 10,684 students enrolled in the State University of Illinois on the campus at Urbana. Three-fourths of these are men.

Professional Culture of Teachers

By A. E. WINSHIP

PROFESSIONAL culture of teachers is to be stressed as it has not been stressed since the professional preparation of teachers has been magnified. Some professional preparation is demanded by law because it is demanded by public sentiment, which demand has come from teachers themselves, a significant fact.

The selection of teachers by non-professional influences is at an end. This professional preparation must be received at more or less standardized institutions. The influence in the selection of teachers comes from teacher-training institutions instead of from political and social associations, which places inestimable responsibility upon University and State Teachers Colleges. The old-time farcical county superintendent's examination has gone and the same general tendency prevails to a large extent. Naturally the first requirement was that institutional certificates should prepare candidates to know what the old-time examinations expected to discover. The purpose was to certify that candidates knew professionally what they had professed to know perfunctorily. Subject-methods were institutionally elaborately taught and certain pedagogical traditions were taught under the shibboleth of psychology. This was soon traditionalized, and practically the entire teaching body was so standardized that institutions could attain and retain a spiritualized professional flavor only by individualizing, with propaganda zeal, new varieties of subject-methods and catchy psychological phrasing.

Teacher-training institutions have demonstrated rare skill in throwing off professional rheumatic-traditional tendencies before they attain the anaemic stage, and this has never been better demonstrated than in the present movement to achieve professional culture as a spiritualizing influence in teacher-training institutions.

A brilliant and masterful demonstration of the attainment of professional culture in the faculty of a State Teachers College is in Kirksville, Missouri, where the fifty-two members of the faculty, deans, professors, and instructors read nearly a thousand books in the last school year 1925-1926, and read with relish. A woman with effective personality, with high scholastic attainments, specially adapted to inspiring leadership, has devoted her entire time to promoting the professional culture of the faculty of fifty-two members of various years of experience and equally varied tastes and talents. There is no attempt to dictate or in the faintest degree to influence a teacher's selection of any book read. Any teacher can elect to read any book, and it will be provided without any cost to the teacher. There is no inquiry as to why that book was selected, and no record of the time the book is kept. If a teacher would like some other book or books at the same time it is all right. The only mission of the leader is to expose the faculty to opportunities to read what appeals to one to read. There is an opportunity for the faculty to meet once a week to confer on their reading, but there is no real call and nothing that makes one feel as though he was being spied on or prodded to read any special book or to read more books. They are not reading to please anyone but themselves. There is no possible expense attending the reading and nothing required of them as a return for reading any or many books. The entire expense is cheerfully met by a Philadelphian of adequate means who places no limit on the purchase of books or on any other feature of the promotion of professional culture. There is a vast collection of books likely to be desired so that a member of the faculty can look them over and make choice of the next book to be read. If any one has seen a notice of a book, but is not sure it is what it appears to be, the book is ordered and a decision can be made intelligently.

If one's reading develops a passionate desire to see some work of art a thousand miles away or some laboratory of a famous scientist two thousand miles away the chances are that at an opportune time one can go anywhere and stay any length of time to profit to the limit from the inspiration of the reading of a book or books. The Philadelphian thinks that the best service he can render America is in promoting the professional culture of teachers, and that the best place to render this service is in a State Teachers College, and the demonstration at Kirksville is highly satisfactory to him, and as a demonstration we have known nothing more uniformly successful professionally, yes, scholastically, for an entire faculty of a professional institution than in the promotion of the reading of teachers at Kirksville.

The following authors had one or more books by from five to fourteen readers: Basil King, 12 books, "The Bible and Common Sense," "The Conquest of Fear, Faith and Success"; Hamilton A. Gibbs, 11, "Soundings," "Labels," "Unchanging Guest"; Bernice Babcock, 11, "Booth and the Spirit of Lincoln"; John Bojer, 10, "The Emigrant," "The Last of the Vikings"; A. S. M. Hutchinson, 10, "One Increasing Purpose"; Margaret Wilson, 10, "The Kenworthys"; Sinclair Lewis, 10, "Mantrap," "Arrowsmith"; Anderson, 10, "Dark Laugh-

ter"; Harry Emerson Fosdick, 9, "Modern Use of the Bible"; David Grayson, 9, "Adventures in Understanding"; Jay William Hudson, 9, "The Eternal Circle"; Theodore Dresser, 9, "An American Tragedy"; Edward O. Slosson, 8, "Sermons of a Chemist"; Bruce Barton, 8, "Man Nobody Knows"; Christopher Morley, 7, "Thunder on the Left"; Virginia Woolf, 7, "The Common Reader"; William Beebe, 7, "Jungle Days"; Willa Cather, 7, "The Professor's House"; John Galsworthy, 6, "The Silver Spoon"; John Palmer Gavit, 6, "College"; Ferdinand Ossendowski, 6, "From President to Prison"; William H. Hudson, 6, "Far Away and Long Ago"; Angelo Patri, 6, "What Have You Got to Give"; Elias Tobenkin, 6, "God of Might"; Mary Fisher, 6, "Journal of a Recluse"; John T. Farriss, 6, "Romance of Forgotten Town"; Alexandra E. Powell, 6, "The Map That is Half Unrolled"; Gilbert Parker, 5, "The Power and the Glory"; T. S. Stribling, 5, "Teefstallow"; William Allen White, 5, "The Editor and His People"; Edward Bok, 5, "America Gave Me a Chance"; Olive Gilbreath, 5, "If Today Have No Tomorrow"; Zane Grey, 5, "The Vanishing American"; Charles E. Jefferson, 5, "The Character of Paul"; H. L. Mencken, 5, "Prejudices"; Albert Edward Wiggan, 5, "Fruit of the Family Tree"; Kate Douglas Wiggin, 5, "My Garden of Memory"; Meade Minnegerode, 5, "The Fabulous Forties."

The World Essay Contest

THE annual world competition which the American School Citizenship League has been conducting for the past seventeen years is a noteworthy attempt to interest teachers and pupils in international movements which are gradually leading the world to peace and unity. The promotion of international goodwill is the aim of the World Essay contest. From the beginning the project has had the support of the leading educators of this country, who have been most generous in serving as judges. The contest is offered in two sections—secondary schools, and normal schools and teachers' colleges, each having a subject adapted to its own grade of students. In the contest just closed, the secondary school pupils wrote on "The Organization of the World for the Prevention of War," while the students of normal schools and teachers' colleges discussed the question, "Methods of Promoting World Friendship through Education."

The announcement recently made that during the past seventeen years fully half the prizes have been awarded to students in Europe and the British dominions indicates the wide response to the project. This method of promoting international goodwill suffers from no sentimental or propaganda motive. The merit lies in the research study demanded of the writers, who are limited to the senior classes. Several of the essays, which have been published in various forms, have been real contributions.

The second prize in both sections was won by a British student. The first and third prizes in the normal school and teachers' college section were awarded to students in the Illinois State Normal University—Miss Dorothy Hibarger and Miss Lena Scranton. This is not the first time that this University has been so honored. One of Dr. Felmley's students won the second prize in 1912, another the first prize in 1918, another received first honorable mention in 1919, and a fourth won the second prize in 1924. No appraisal of excellence should be made, however, without mentioning the Towson Normal School in Maryland, although in the contest just closed no student of this school received a prize. For several years past the Towson Normal School has ranked among the first in the number of prizes awarded in the contest. It was a student of this school who conducted the contest for the elementary schools of Maryland.

It is announced also that the first prize in the secondary school section was won by Miss Beulah Millet, of the Mesa Union High School, Mesa, Arizona, and that the third prize was awarded to Miss Virginia Stanley, of Holy Cross Academy, Lynchburg, Virginia. One interesting feature about the contest is the broad representation among the schools of the country. Nearly every state is represented each year.

Great interest attaches to the subjects offered in the contest for 1926-27. Prospective teachers are asked to write on "The Teacher an Agent of International Goodwill." This calls for a definite statement as to the part which a teacher may take in furthering a universally recognized aim of education.

In the secondary school section, boys and girls are asked to speak for themselves as to "How the Youth of the World Can Promote International Goodwill." Their ideas will be read with great interest, for the youth of the world is destined to carry forward this great adventure in world friendship.

Belding's Page

MUSCULAR WEAKLING, MENTAL GIANT

SOME one has recently noted an interesting fact about man. Rather a damaging fact, one might suppose. For man is a very proud being; fond of calling himself the supreme product of creation. To be told that he is a failure, a weakling, is a terrible blow.

Here, however, is the fact, as some has figured it out: Man's physical power is so small as to be worth, in the market, just one cent an hour.

How is it reckoned? Ever so simply. One horsepower of electrical energy can be purchased at about ten cents an hour. A strong husky specimen of a man can develop about one-tenth of a horse power; value one cent.

What are the implications of this fact? They are really tremendous.

The author of the belittling statement employs it as an argument for the use of power-driven machinery on the farm. His argument is entirely valid. America has been making progress in agriculture despite the diminishing number of farm workers. Motor-driven farm machinery is the reason, or one important reason, for this. Men are foolish to pit their puny strength of muscle against the mighty forces at their command, whether for agriculture or for other forms of production.

But there are other implications, two of which may be taken up here.

The first is—that man is actually complimented in the fact which seems to paint him a failure. For it is man, and man alone, who has succeeded in so far harnessing the forces of nature as to be able to supplant his own deficient muscular power with that which is a hundred times as efficient. Man made a significant beginning when he learned to wield a club, to fashion a bow and arrows. He made another great stride when he tamed the ox; the ass; the horse. With infinitely more cunning, man captured the energy of waterfall and wind, of coal and steam, of gasoline and the electric current.

It is man's own gigantic stature as an inventor and tamer of natural forces all about him, which has made his own muscular power seem so infinitesimal.

The second immense implication of the one-cent-an-hour appraisal of man's muscular energy, is—the tragic futility of man trying to exist by physical exertion unaccompanied with intelligence. Man's muscles put him at a sad disadvantage in the universe of stupendous power. But his brain—what dynamo can be compared with it?

Yet there are millions of human beings who never really wake up to the fact that they possess a brain; or that they can train it through diligent exercise to move mountains.

The fact that man as a motor is worth only one cent an hour should be told to every boy and every girl. It should be impressed upon every adult. If physical power is of so little worth in man, and mental power so prodigious an advantage, only a fool would neglect those mental pursuits which generate brain power.

ONE-WORD TESTS

LIFE puts men and women to many a test. If education is to prepare for life, tests should not be omitted from the classroom experience of boys and girls.

Several practical objections are made to the holding of frequent examinations. One is the time consumed in writing the answers; another is the difficulty of marking fairly, when some pupils finish the entire paper and others, by reason of slower thought or writing, cover only a portion of the ground. A third objection, more often felt than voiced perhaps, is the expenditure of the teacher's time and eyesight required in correcting papers.

A partial elimination of these difficulties is effected by the one-word test. Questions are so framed that they can be answered with a single word. No other word will fit. The pupil's ability to answer, concisely and accurately, many such questions spread over a considerable range of history, geography or other subject, is presumptive evidence of general mastery of the tasks assigned. Best of all—the average pupil rather likes to be tested in this manner.

One-word tests cannot wholly replace longer ones. But they may cut down the number of such tests essential to keep the young folks on their toes and the teacher reliably informed of their progress.

It would be a mistake to use the one-word test for gauging information only. It can be used equally well to measure the growth of the reasoning faculties.

Anson W. Belding

Associate Editor.

Young Life in Gangland

By RICHARD K. MORTON

South Boston, Mass.

GANGS have a surprisingly large influence upon the life of the schoolboys of today. Frederic M. Thrasher describes some of the activities of Chicago's 1,313 gangs in a recent issue of The Survey. The gang is the creation of boys who desire something that society does not give them. These boys either ignore or do not know of the real world; they live a dream existence, although they regard it as real.

You see such boys frequently on street corners, when they should be enjoying their homes or some worth-while pleasure or instruction. They have no regard for time; they have given up those greater treasures which well-directed life strives to win. They flock together because there is nothing adequate in themselves to make it possible or desirable for them to go alone. They seem to find a mystic communion, a hidden pleasure, in standing for indefinite periods, even in bad weather, upon some dark, obscure street corner.

These citizens of the gang construct a miniature world of their own because they have become embittered against the real one, have not had a chance in it, or have been cruelly misused in it. The gang for them fills in all the empty space in their lives left free by the lack of home training, proper education, or cultured environment. But there are gangs in other fields. There are gangs among teachers and educators—who flock together obeying standardized herd instincts, not daring to do anything new for the benefit of their own particular pupils. There is a kind of gang spirit in those who write what is to be taught.

Young lives are like strata of relatively soft sedimentary rock in the process of formation. If there are breaks or zones of weakness in them or if the pressure all around them is not enough to maintain isostasy, the hotter, coarser intrusive igneous rock will come breaking through to the top. So the coarser, less cultured elements will break through the delicately forming stratum of a boy's life if the helpful pressure around him is not sufficient.

If schoolboys become habitual members of the gang, they will become stultified in mind, in morals, and in all that goes to the development of a constructive character. From the gang it is only a short distance to crime, degradation, and shame.

A gang boy soon becomes indifferent to any high purpose in life, to authority, to the rights of others, and to his own imminent downfall. They become supercilious, reckless, and often vicious. They imagine that society is their deadly enemy and always has been; they fancy that revenge is their right.

How do these boys get into these gangs? Very often many of the boys have had experience in some schools. But when a boy has become thoroughly dissatisfied with a school and feels that he has been treated unjustly, he has already formed the basis of a resort to the gang and to all it may become. When the teacher allows education to fail in the case of any schoolboy, she has already allowed the inception of an influence which may lead that boy into gang life and crime. Gang life is fostered not so much by native evil tendencies and vicious ideas as a feeling that teachers, parents and others they have respected have been guilty of unjust acts against the boys. School must be a constructive influence on the boys, not so much because we want another group to know certain facts or truths, but because we are apprehensive of what a negative reaction to the school may lead these boys into. Gang life could never prosper if the boys were happy in their schools and took pleasure in doing work for their beloved teachers; a life of degraded loafing could never appeal to a healthy boy whose faculties had been stimulated in any kind of favorable environment.

Gang boys become haughty and supercilious because no one has ever known how to tell them of the true greatness of life and has never shown them how far they are from having cause for haughtiness. The gang becomes independent because it is embittered against the people who, they think, have betrayed them.

The schools have not done enough to break up this tendency toward the formation of gangs. This cannot be done by severe injunctions. Teachers go to their classes in the morning, and note that the pupils come in usually one by one, or in very small groups, and they remember the truth that they cannot educate groups, but only individuals. The trouble with this reasoning is that the mind of each of those boys coming in may be dominated by group consciousness. He may not fully belong to himself; he may be dominated by gang purposes. Thus the teacher must not only educate individuals with their peculiar defects, mannerisms, and special talents, but must educate individuals away from harmful groups and harmful associations with other distracting ideas or purposes. Even taking each

student by himself is not enough to dissuade him from dependence on some gang, and no teacher can hope to provide a hearing for education unless he or she can discover whether a given student is subject to gang influence. Sometimes the converse is true; the student is too aloof and self-centred.

The boys who are always making trouble did not simply adopt that conduct of their own free will. The ones who are shifty and evasive were almost certainly influenced from some harmful quarter.

A little judicious inquiry into the daily habits of students will not only aid the cause of education, but will point the way for a reduction in juvenile crime and all those petty faults in boys and girls that show remoteness from culture, good breeding, and a working knowledge of how to get on higher in the world.

Boys who are too brazenly self-assertive, who never seem to feel compelled to be at home at a given time, who seem independent of their parents' care and can sleep away from home with pleasure and stay out late at night, will usually bear watching. Nor is it hard to distinguish the harmful gangs from those spontaneous gatherings required for games, hikes, or other legitimate fun.

We have considered the gang only from the psychological or penal angles. Social workers have spent a great deal of time helpfully solving the problems of the abnormal, needy, or handicapped boys and girls. But the teachers' special care is that large group of boys and girls who are in every way normal, happy, and unhandicapped, who, nevertheless, may at any moment become a prey to the gang instinct which will rapidly carry them down. Discover what cohesive force unites and perpetuates the gangs, and you have removed one of the greatest anxieties of society and of educational institutions.

Education in State of Washington

DR. JOSEPHINE CORLISS PRESTON, state superintendent of Washington, is the master of facts far beyond the mastery of details of most states. This is due in part to the length of service but more to her habit of knowing intimately all the details of whatever concerns the state, and to her breadth of vision.

It was possible before 1917 for a teacher to know only 60 per cent. of the subject matter and still be able to teach boys and girls. In 1917 this was increased to 75 per cent. At the present time the percentage is still higher. Beginning with September 1, 1927, all elementary teachers applying for certification in Washington must show graduation from a four-year high school course and two years of training in a standard normal school. A rural teacher must be as well prepared as a city teacher.

When this law is fully operative the State of Washington will rank the highest of any state west of the Mississippi river, in the qualifications demanded for elementary teachers. Only one state west of the Mississippi River has higher qualifications for its high school teachers.

Fifteen years ago 3,500 out of 8,000 teachers in the state held second and third grade certificates, implying no professional training, no necessity even for high school graduation, and legal requirements for earning certificates were as low as 60 per cent. in certain subjects. Today all third-grade certificates are eliminated. All but 600 second-grade certificates held by the 11,500 teachers have been issued on the requirement of high school graduation and special training for teaching. The six hundred pioneer certificates referred to were made permanent life certificates in 1923 to care for the pioneer teachers whose valued service merits recognition.

Prior to 1917 it was not unusual for 2,500 or more applicants to write on a single examination. During the past year only 81 new certificates have been issued by examination and these 81 certificates were distributed over the State of Washington. Eighty-seven per cent. of all certificates issued during 1925 were on diplomas of graduation from standard normal schools and standard colleges. The 13 per cent. remaining were made up of the new teachers entering on examination and teachers holding certificates under former laws.

The State of Washington has always recognized the work done by its pioneer teachers and every certification law has provided that certificates held by these teachers might be continued, renewed and matured under the law which granted the certificate.

Young folks of today did not invent ways of going astray.

—Augustus O. Thomas.

The Assignment

By LAWRENCE LOUTHIAN
Columbus, Ohio

THE making of the assignment is a serious part of classroom procedure.

Strong teachers now give more attention to the assignment than ever before. Many prefer the beginning of the period so as to be sure to have plenty of time. Some prefer the beginning of the period because of the opportunity of clarifying the big points in the lesson for the day. Regardless of the time at which it is given, all successful teachers are agreed that it is an activity which should not be slighted.

Superintendents also are giving much more emphasis to the importance of the assignment. Any superintendent who knows what to look for when he visits a classroom is sure to look for the kind of assignment which is made. He is certain to find much that is meritorious in the teacher who makes a scientific assignment and to condemn in more ways than one the instructor who offers only a space assignment. The teacher who contents herself with saying: "Take the next chapter" or "' Take the next ten pages" is bound to incure the disapproval of some superintendent sooner or later.

The assignment is important for many reasons.

It is an excellent means of economy. It saves the time of the pupils in the preparation of the lesson. It avoids much misdirection of energy. It should not be so handled, however, that the teacher gets the lesson for the class. She should study with the pupils, not for them. Its greatest economy is in the increased achievement of the individual and the group both in preparation and in recitation. A pupil should always do his finest work in the recitation.

It is an effective means of securing pupil activity. Without pupil activity no classroom procedure is defensible. In any classroom the important thing is what the pupils are doing. Their activity, properly directed, is the best assurance of the formation of useful habits. Without pupil activity there can be little development of useful habits.

The assignment is important, then, because it is a potent agency of economy and also because it is a necessary means of promoting pupil activity.

There are many things to do in making a scientific assignment.

There should be some pupil activity. Even in the first grade pupils should begin to learn how to assign themselves specific tasks and parts of tasks. In the upper grades and in high school all pupils should take some notes. There should be open textbook exercises in which pupils, of course, have a part. Pupils as well as the instructor should point out big ideas in the next lesson. It is quite possible that the pupils prepare their lesson during the day previous to the recitation. It is also possible that they recite in another department immediately before any specified recitation. For these reasons their memory with respect to the big points in today's lesson is a bit hazy. Pupil activity may well assist in briefly recalling these big points if the assignment is given at the beginning of the period. In the assignment there are many opportunities for pupil activity.

There should be some collateral work. The evidence of collateral work in the discussion and other activities of the pupils is a principle of modern technique. It is one thing which is necessary to freedom from textbookitis. It is necessary to a comprehensive vision of the subject.

There should be more than one assignment. In nearly every group there are individuals who have capabilities and habits which should be recognized. For instance, some pupils hate history because their visual imagery is weak. They should have the proper kind of map exercises and work in description, often as the result of individual assignment. It will do little, in this instance, to have a pupil look up some topic in the library and report to the class! Teaching how to study is one of the greatest privileges of the teacher; the high school senior who has never learned how to read should have individual assignment in the technique of reading. The individual assignment should improve some specific capability or habit. The teacher who can make good in the assignment can probably succeed in any other activity of the profession.

What is the educated man?—"An educated man is not one whose memory is trained to carry a few dates in history—he is one who can accomplish things. A man who cannot think is not an educated man however many college degrees he may have acquired. Thinking is the hardest work any one can do—which is probably the reason why we have so few thinkers. There are two extremes to be avoided: one is the attitude of contempt toward education, the other is the tragic snobbery of assuming that marching through an educational system is a sure cure for ignorance and mediocrity."

—Henry Ford, "My Life and Work."

Character Training

By G. W. GERWIG

Pittsbugh, Pa.

THE question whether character training should be done directly or indirectly is in a sense a detail. It is, however, a detail of the utmost importance. Behind its correct solution lies a proper understanding of some of the most vital principles involved.

Scientists as a rule prefer the direct method. They point to the successes of the scientific method in discovering laws and in proceeding in accordance with these laws to certain and predicable results. They call attention to the failure of the indirect method in many cases. They object to the indefinite and unreliable nature of the indirect method of instruction.

Artists prefer the indirect method. They call attention to the fact that conduct is largely impelled by the emotions, even though it may be governed and controlled by the intellect. They point to countless instances in which rules or laws or commandments are perfectly learned, but not followed in conduct.

It remains for the philosopher to recognize just how much truth and how much error there is in each extreme position and to find the golden mean which will take all the emotional drive, the divine spark, the contagious appeal of high ideals of the heart and blend them with the guidance and control of the well-trained and adequately disciplined head. A human being, much like an internal combustion engine, is propelled by the power generated often from condensed emotions, fired by the spark of an ideal, but steered by the wheel of experience and controlled by the brakes of wisdom.

The ideal training is that which will furnish opportunities for development to the full of every faculty of heart, of head, of hand in every child, for both individual and co-operative social service.

Massachusetts Bulletins

AMONG the important features in the making of modern educational history one of the most significant is the issue of bulletins by states and cities which represent more scientific study and more valuable professional service than was done by the United States government, by any educational association, or by any college or university five years ago.

The Massachusetts State Department in 1926 has already issued five bulletins, any one of which represents more valuable information, rare in content, accurate in statement, and attractive in presentation than had ever been issued by any government, organization or individual five years ago.

The latest of these bulletins deals with the "Salaries of Teachers in the Public Day Schools of Massachusetts."

This bulletin presents in compact form the information relating to teachers' salaries that is of most significance to school officials. It includes for each town and city the maximum salaries paid in certain administrative and teaching positions, and the average salaries paid to women teachers in the elementary and junior high schools and to men and women teachers in the high schools. Certain supplementary information is given including a comparison of the average salaries for the state and the general groups of cities and towns in 1915-16, 1920, 1921, and 1926.

Only by a comparison of this bulletin with those issued on Teachers' Salaries in 1910-11, 1915-16, 1920 and 1921 can one get any comprehension of the pace of progress in modern education. Here are discriminations not thought of even five years ago. A sample of information much of which was not dreamed of five years ago is interesting:—

"In 314 towns and cities reporting, 2,157 principals and full-time teachers new to the local school systems were employed during the year ending December 31, 1925. Of this number 1,581 were elementary school teachers and 576 were high school teachers. One thousand two hundred six of these teachers had had previous experience; 696 came from teaching positions in other towns and cities in Massachusetts and 510 came from teaching positions in other states. The states and localities from which teachers came were as follows: Alabama, Alberta, Alaska, Arizona, Arkansas, Bermuda, California, China, Colorado, Connecticut, Florida, Georgia, Hawaii, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Mexico, Michigan, Minnesota, Nebraska, New Brunswick, North Carolina, New Hampshire, New Jersey, Nova Scotia, New York, Ohio, Oklahoma, Pennsylvania, Porto Rico, Prince Edward Island, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Virginia; the largest numbers coming from Maine (119),

New Hampshire (109), Vermont (44), and Connecticut (34).

"Of the 2,157 new teachers referred to above, 553 came directly from attendance at normal schools, colleges, or other schools in Massachusetts; 67 teachers came directly from attendance at normal schools, colleges, or other schools in other states; 63 teachers came from other employment with previous teaching experience.

"In 301 towns and cities reporting, 1,494 principals and full-time teachers terminated their service where employed during the year ending December 31, 1925. Of this number 1,098 were elementary teachers, and 396 were high school teachers. Reasons for leaving the service were as follows: 746 left to enter other positions in Massachusetts; 302 left because of marriage; 88 left in order to retire from active employment; 63 left to enter other employments than teaching; 28 left because of disability; 16 died; 180 left in order to teach in other states and localities.

"States and localities where they accepted employment were: Alaska, California, Colorado, Connecticut, Florida, Georgia, Honolulu, Indiana, Kansas, Kentucky, Maine, Maryland, Michigan, New Hampshire, New Jersey, New York, Pennsylvania, Porto Rico, Rhode Island, Vermont, Washington, and Wisconsin; the largest numbers going to Connecticut (43), New York (29), New Hampshire (20), and New Jersey (12)."

A Victory for Freedom of Thought

By HENRY FLURY
Washington, D. C.

THE decision of the Board of Education of the District of Columbia to reject the demand of Major General Amos A. Fries, chief of the Chemical Warfare Service and district commander of the American Legion, that the writer be summarily dismissed for having published a definition of Socialism as the result of a prize competition in which he was a winner in the October number of the Forum magazine, marks a milestone in the history of the progress of teaching as a profession. By it the dignity of the profession is maintained. By it our faith in the application of the constitutional rights of minorities is strengthened. We all are made to realize that teaching really is a profession, a form of social service. Though the pay, as Major General Fries truly states, of the teacher is often lower than that of the mechanic, the true teacher does not find all his or her pay in the monthly envelope.

There are sinister forces trying to enter our schools and under the guise of super-patriotism are carrying on a militaristic propaganda continually. Anyone who opposes this propaganda and tries to promote international good will and understanding is subjected to severe attacks and in danger of losing his position.

The anti-Jewish outburst of a rich automobile manufacturer in a certain periodical is also in the nature of a propaganda that violates the cardinal principles of Americanism which primarily stands for tolerance and a square deal to all. Because a man have either wealth or social position or both is no sign that he may safely and impudently fly in the face of American traditions.

During the war there was an intense hysteria and shrieking took the place of thinking, but the war is over now, and we are trying to shape the ideals of youth to build a new and better world order based upon justice and good will. As a veteran of the war and one who cheerfully did his part I claim a voice in shaping the ideals of the future. I certainly do not want a repetition of the mistakes of the past. Humanity must learn something and must not continually blunder along at the cost of human life and happiness.

The teacher must take an active part in civic betterment and must make himself a positive force for progress outside the classroom. By virtue usually of his superior education and travel and his opportunity to meet men and women in all walks of life, he has a broader and less biased viewpoint and should rightfully assume his place as a leader in his community. He should make it his duty to mingle freely with the world outside the classroom to maintain his contact with the practical world of reality.

The teacher should also encourage his students to take an interest in public questions and try to form an opinion on them. If this be done, the rising generation will not hear such statements as that recently from the Vice-President of the United States that only a small percentage of the sovereign voters came out to the polls. When such apathy is manifest that less than half the voters come to the polls, it shows that something is woefully amiss with our interest in self-government.

Relax and Smile

By ETHEL M. FARMER

Abraham Lincoln School, New Bedford, Mass.

THE road a teacher travels is an interesting but not always an easy one. There are moments of joy, exhilaration, and triumph, and moments of despair, discouragement, and disappointment in every teacher's life. Yet the pleasant factors in this profession easily overbalance the unpleasant. The unexpected and interesting episodes which are constantly arising dispel any opportunity for monotony and dissatisfaction. The teacher is working with child-life, and child-life is never uninteresting. There are as many individualities as there are individuals, and the teacher's task rests in her ability to handle and mould the variety of energetic, enthusiastic human lives placed in her charge.

Schoolroom management is a problem which confronts every teacher. How can we make the children happy and contented, keep them busy, and accomplish the maximum of work at the same time? Different methods and devices of procedure must be used in different situations, and the appropriate type must be worked out by the individual teacher. The schoolroom should be a "work-shop," and not a place where a "mechanized routine" is rigidly enforced. The day of the birch rod and dunce cap has long since passed. Modern pedagogy tends to train the children for future life and not for unreal situations. Why then should not the child be taught to use his natural abilities rather than to suppress them? The prime aim of discipline is a systematic training for future citizenship. Pupil participation, if properly supervised, is one important means of reaching this end. George D. Strayer proves this fact when he says: "A wise principal or teacher may secure good results by inaugurating a system of pupil participation in school government, but the wise guide and counselor must be there all of the time."

The teacher must know her subject to be able to present it in an interesting way. Good teaching prevents many disciplinary problems. Yet many strange and unaccountable happenings rise spontaneously from an apparently calm and tranquil situation, catching the teacher unawares. Disciplinary problems cannot be settled by forethought. Lesson plans and outlines cannot be planned the night before. Perhaps a boy, tired of the routine, suddenly decides that he wants a change, or perhaps a girl grows restless. The teacher is fortunate if she realizes this condition and breaks the tension before a pen is jabbed into a neighbor's arm or a boy is tripped as he walks down the aisle. The children should not be scolded until the cause of the trouble is located. If the children need a few moments for relaxation they should have it, and meanwhile the teacher should relax herself. She should remember that children's minds cannot concentrate as long or as well as mature minds. Then the following questions should be considered: Is the lesson adapted to the needs and interests of the children? Should a new method of procedure be used? Perhaps all that is needed to rest the children is a joke or a short story. Tired minds that are over-worked cannot absorb new material or clinch old. A good illustration or anecdote, correlated with the subject matter, will help the children retain the work that is taught.

The personality of the teacher is radiated through the schoolroom, and a cross, irritable teacher makes cross, irritable children. Sometimes an entire class is made to suffer for what one child does alone. One who is always ready and eager to scold at the least provocation cannot expect to gain the good humor of the children. If a dog can remember and appreciate a kind deed, think how much more a child can remember. One smile and a kind remark will discipline the stubborn boy or uneasy girl much more effectively than constant nagging and scolding. Good nature should follow scoldings as sunshine follows rains.

Adolescent children have many strange desires and cravings. The over-grown, clumsy, awkward boys often try to annoy the teacher to relieve their own embarrassment, self-consciousness, and uneasiness. If a teacher wishes to rule these boys she must first make them her friends. Although it is an age-old custom for the classes to "try out" the teacher, the children will immediately fall into line with a good-natured, cheerful, busy leader. The many childish devices for annoyance will soon be abandoned if they are ignored, for there is no pleasure in "showing off" without an appreciative audience. The industry of other children often makes these children ashamed of themselves. The teacher must find some way to interest the idle boy, for the idle children are the ones who usually start the mischief. Why not show the boy who enjoys making a boat out of his pencils how interesting Robert Fulton's biography is? Group work lends an opportunity for children to follow more closely the lines they enjoy, and should be used as extensively as possible.

If a difficult problem rises the teacher should wait a few moments before any action is taken. During this period of contemplation the matter can be weighed and measured, and then the action taken will be much different than if words are spoken in haste and anger. No one is rational when in a fit of temper. Furthermore, the few moments of intense silence are a good introduction for the teacher, because during that time the teacher is not the only one who is wondering just what is going to happen. Thought before action proves that the teacher is not weak in discipline but knows how to handle a class. After words are spoken they should be obeyed, and a change of mind or a broken promise should be carefully avoided.

Teachers have many strange experiences. A boy slipped up to me one day last year as the classes were changing to show me one of his most prized possessions. A tin box, perforated with holes, contained a tiny, wiggling, green snake. Personally I abhor snakes, but could I let this boy know that I did not like the treasure he was so proudly exhibiting? One never knows what a boy conceals in his pockets. He watched me eagerly as I studied the snake, and his face lighted up with a smile when I asked: "Have you named it?" "Not yet," he answered, closing the box and slipping it back in his pocket. He hurried to class happily and I never saw the snake again.

The old saying, "Boys will be boys," was proved to me again in one of my classes which consisted mostly of boys between the ages of fourteen and sixteen. They appeared one afternoon with their pockets full of grasshoppers. When the first insect made his appearance I was a little suspicious. Walking down the aisle I found that the ringleader of the room held a grasshopper in his hand. "Let me look at it," I remarked pleasantly. He looked at me in surprise and slowly opened his hand, wondering just what was going to happen. Ignoring him I discussed the beauty of the little insect and the pity of its confinement. Other hands began to open and other insects were studied. Soon the boys freed the grasshoppers voluntarily and the work was continued as though nothing had happened. We should strive to be friendly with the children, always remembering that our dignity must be retained to hold their respect.

Personal appearance plays an important part in the teacher's career. The busy teacher does not always realize just how much forty pairs of searching eyes can see. I realized this myself more fully when a pupil once told me that she had been studying the size of the stitches in my dress whenever I stood near her. Cheerful colors appeal to the children and tidiness is always essential in every line of work.

The teacher's health must not be ignored, because the better a teacher feels the better she teaches. A tired mind cannot direct satisfactorily the minds of the children. An instructor must be able to keep calm, for there are many things to break the tranquillity of the work. How can the teacher instruct the children in the powers of self-control if she is unable to control herself? If the teacher grows irritable or is easily annoyed, she should leave the classroom until she can get control of herself; then if she returns with a smile the children will quickly respond to her good nature.

The schoolroom is the training ground of the children. The important task of handling it correctly rests entirely upon the ingenuity, personality, and skill of the teacher. It surely is a task of great responsibility. The children appreciate good sportsmanship and can quickly tell whether the teacher is merely trying to "boss" them, or is really trying to help them in their work as a comrade. In my teaching experience I have tried many devices and schemes, but the one which helps me more than any other is the motto which I have adopted: Relax and smile!

"Neither acquiescence in scepticism nor acquiescence in dogma is what education should produce. What it should produce is a belief that knowledge is attainable in a measure, though with difficulty; that much of what passes for knowledge at any given time is likely to be more or less mistaken, but that the mistakes can be rectified by care and industry. In acting upon our beliefs, we should be very cautious where a small error would mean disaster; nevertheless it is upon our beliefs that we must act. This state of mind is rather difficult: it requires a high degree of intellectual culture without emotional atrophy. But though difficult it is not impossible; it is in fact the scientific temper. Knowledge, like other good things, is difficult, but not impossible; the dogmatist forgets the difficulty, the sceptic denies the possibility. Both are mistaken, and their errors, wide-spread, produce social disaster."

—Bertrand Russell, "Education and the Good Life."

Personal and Professional

MISS ANNIE MAGUIRE succeeds her sister Alice as principal of the Wells School, Boston, who retires according to the rules of the School Board. There has been no parallel to the successful career of these sisters in Boston school system. They have enjoyed exceptional popularity with fellow teachers, pupils, the alumni, the Department of Superintendents, and the School Board. When Miss Annie entered upon her responsibilities she was showered with flowers and telegrams.

—

MRS. GRACE GREVES TRUAX, Sioux Falls, South Dakota, has had an exceptionally successful season on the educational platform in the Central Northwest and in the South. She combines unusual variety of professional inspiration, educational wisdom and popular entertainment. Governor Gunderson of South Dakota has appointed her on the State Library Commission, and she is the chairman of the music committee of the South Dakota State Parent-Teacher Association. Mrs. Truax is an artist in several lines of public service as these appointments would indicate.

—

FRANK IRVING COOPER, Boston, senior member of the firm of architects specializing in school buildings, has been appointed member of the building committee of the National Association for the Study of the Platoon or Work-Study-Play School organization, of which Charles L. Spain of Detroit is president, and Alice Barrows of Washington secretary. The chairman of this committee is C. B. Glenn, superintendent of schools of Birmingham, Ala. The only other New England member is Superintendent J. O. Winslow of Providence.

—

CLEMENTINE HAMPTON, who died at Hilliard, Florida, on November 22, was the most nationally known woman of that state. For several years she was always in attendance upon the summer and winter meeting of the National Education Association. On more than one occasion she had a limitless supply of Florida's best oranges and grape fruit at Florida headquarters and everyone was welcome to take away whatever he chose to take. For several years she was prominent in political affairs in her state, especially educational affairs. She had been in poor health for several months, but her death was sudden.

HENRY W. FOSTER, superintendent, South Orange, N.J., will retire in September under the state pension provision, and John H. Bosshart, principal of the high school, succeeds him. Mr. Foster was superintendent of Auburn, N.Y. He has had a long and interesting career at South Orange. Mr. Bosshart, who succeeds him, has had an unusual career. He went to the principalship of East Orange in September, 1920, from the principalship of Salem, Mass., High School, where he had served for seven years with distinguished success such as to make him one of the outstanding men in education in the East. His first experience after graduation from Cornell University in 1902 was as principal for four years at Shortsville, N.Y. For a short period he was the school commissioner for a part of Ontario County, after which he was appointed principal of Franklin Grammar School in Rochester, N.Y., where he remained five years. Vernon Davey, one of the ablest superintendents of schools in this country, chose him as principal for the Lincoln Grammar School in East Orange. Mr. Bosshart held this position for two years before his appointment as principal of the Salem High School.

—

W. C. ROUDENBUSH, principal of Westford, Massachusetts, Academy, is saying some wholesome things in vigorous and attractive English such as the following:—

"The high school emphasizes plain, every-day habits of loyalty, industry, respect for property, neatness, regard for the common courtesies, and a sense of the fitness of things."

"Be loyal to your school in word and deed. Your personal conduct will make or mar the standing of your school in the community. Have a will to do the right thing without being told or being watched."

"The world has no use for a loafer. School is the last place in which to play the slacker."

—

J. FRANCIS McNICHOL, Augusta, Maine, who died suddenly recently, was state director of music teaching in the public schools, was a leader and teacher of rare merit. He was the community and chorus leader pre-eminent in the state. At all educational conventions and conferences he was a great inspiration. He was personally as popular as he was professionally efficient. State Commissioner A. O. Thomas was as proud of the achievements as he was fond of Mr. McNichol. Indeed, the entire state force and the teachers of the state were deeply grieved at his sudden death.

Character Chats

A Journal Feature Which Is Helping to Mould the Lives of Boys and Girls

By JOSEPH B. EGAN, A. M.

Guilty or Not Guilty

A CRIME had been committed and the judge said in a stern voice: "Bring before me the man's feet." So the feet came in carrying the man with them. "Feet," said the judge, "you are accused of being a partner in this crime. Do you plead guilty or not guilty?" "Not guilty! your honor," said the feet. "Were you not there at the time the crime was committed?" "Yes, your Honor." "Did you not carry the man to the place where the crime was committed?" "Yes, your Honor." "Then how can you plead not guilty?" "I am but the servant of the man's soul," said the feet. "I know nothing of this crime, and therefore, should not be punished by being made to walk up and down on the hard stone floor of the prison cell." "You are right," said the judge. "I discharge you. You are free, but the man's soul must answer for your stead. I sentence it to a life in prison." "Alas!" said the feet. "It does me little good to be discharged, for though innocent of evil, I must go to jail and work hard carrying my master about back and forth over the hard floor of the prison cell. It is a dreadful thing to be the feet of an evil one."

"Bring in the hands of the next prisoner," called the judge. Instantly two hands came into the courtroom dragging a man along between them. "Hands," said the judge, "you are accused of a very serious crime of stealing. Are you guilty or not guilty?" "Not guilty," said the hands. "Were you not there when the money was stolen?" asked the judge. "Yes, your Honor." "Did you not take up the gold and carry it away?" "Yes, your Honor." "Then how can you plead not guilty?" "Your Honor," said the hands, "we are but the servants of this man's soul. The gold was stolen by that soul. We are entirely innocent." "What you say is true," said the judge, "you are discharged. You may go free, but I sentence the soul to fifteen years in jail at hard labor handling rocks." "Alas!" cried the hands, "though innocent of evil I must not only go to jail, but must also handle every one of the rough rocks. It is a sad thing to be the hands of an evil soul."

"Bring in the neck of the next prisoner," said the judge. At once a neck came in carrying a murderer's head upon it. "Neck," said the judge, "You are accused of being an accomplice in the killing of a man. Do you plead guilty or not guilty?" "Not guilty, your Honor." "Were you not there at the time?" "Yes, your Honor." "Did you not support the head of the murderer when the crime was committed?" "Yes, your Honor." "Then how can you plead not guilty?" "I am but the servant of the murderer's soul," said the neck. "It is my job to carry his head around. I know nothing of this crime. The man's soul must answer for that." "Most true," said the judge. "You are free, but I sentence the man's body to death." "Alas! alas!" cried the neck, "little good it does me to be set free, for I must be there at the hanging, the rope will be put around me, and I shall be jerked out of shape. It is a dreadful thing to be the neck of a murderer."

"It is a sad thing," said the judge, "that I must punish the innocent parts of a man's body in order to teach the soul some needful lesson, but that is the way in this life where souls are such selfish things."

The Gilded Weather-Cock

THERE was once a gilded weather-cock that wanted to become a sign post, so one night when all the good people were asleep it climbed down from its perch on the high barn roof and hopped along until it came to a post at a crossroads from which the sign had been torn away by a great wind. With a clatter of rusty metal wings the weathervane flew to the top of the post and settled down over a board on which was printed in large letters the name of the nearby village of "Happiness."

When morning came the gilded weather-cock looked proudly before him right into the eye of the rising sun, for all that night the wind had blown out of the west.

In a short while a young man, a stranger, came walking up. He paused before the sign. "Ah!" said he, "Happiness is just two miles away." With that he took a path leading east. When he had traveled all day, wearied and heartsick he came to an inn. "Where is Happiness?" he asked. "I do not know," said the innkeeper sadly. "It is not around here, for you are on the road leading to the great village of 'Ill Health.'"

Not long after the first stranger had taken the wrong road the wind changed and the weather-cock swung around until he pointed into the north. About that time a second

Copyright, 1926, by Joseph B. Egan.
All Rights Reserved.

stranger came to the crossroads. "Ah!" said he, "Happiness lies just two miles beyond." With that he took the road leading north. On the way he fell in with a number of fellow travelers, all of whom were swearing and telling evil stories, and stealing things from the farms that they passed. At last at the end of the day they came to an inn, and the second stranger said to the innkeeper: "Where is Happiness?" "It is not around here," replied the innkeeper. "You are now on the road to Failure."

Shortly after the second stranger had gone, the wind veered around until the weather-cock pointed directly into the west. Just then a third traveler came to the crossroads. "Ah!" said he, "Happiness is just two miles away." With that he took a wide road along which very many people were going, but he noticed that all of them looked out of the corner of their eyes and slipped along as though fearing of meeting some one that knew them. At evening the stranger came to an inn. "Where is Happiness?" he asked of the innkeeper, but that worthy shook his head and said: "It is not around here. You are on the road to Dishonest Fortune."

Now, girls and boys, I am going to ask you to write the ending of this story. Your teachers are to send me the best two.

Henry Wadsworth Longfellow

EVERY living thing, each in his own humble way, has a mission in life as an outlet for beauty. The flower in its blossom, the butterfly in its satin wings, the bird in its music, and man in the nobleness of his character. To the poet alone has been granted the divine mission of embodying in words the loveliness of human thinking:—

"For voices pursue him by day,
And haunt him by night,
And he listens, and needs must obey,
When the Angel says: 'Write.'"

When we recall that fair spirit known to earth as Longfellow throngs of his happy thoughts crowd about like angels jostling their golden wings across the roughness of an old earth. They breathe upon us as they pass and our ears catch faint whispers that speak of the eternal good.

"And in the wreck of noble lives,
Something immortal still survives."

* * * *

"A wind came up out of the sea
And said: 'O mists, make room for me.'"

* * * *

"Not in the clamor of the crowded street,
Not in the shouts and plaudits of the throng,
But in ourselves, are triumph and defeat."

* * * *

"Life is real! Life is earnest!
And the grave is not its goal;
Dust thou art, to dust returnest,
Was not spoken of the soul."

"All are architects of Fate,
Working in these walls of Time;
Some with massive deeds and great,
Some with ornaments of rhyme.

"Nothing useless is, or low;
Each thing in its place is best;
And what seems but idle show
Strengthens and supports the rest."

And as the golden wings drift past should we not pause and listen for the last?

"O Bells of San Blas, in vain
Ye call back the past again;
The past is deaf to heed your prayer,
Out of the shadows of night
The world rolls into light;
It is daybreak everywhere."

"It is daybreak everywhere." How true this is; of Longfellow, of me, of you, and we must lift bright, understanding eyes and see in the new dawn the great way that leads ahead to mansions of the blest.

Tomorrow Will Be a New Day

THERE was once a king known to all men as Hassan the Mighty. A swift horse could not cover the width of his kingdom in a month's running and the blaze of the golden domes of his castle could be seen from the top of a great mountain fifty miles away. Wherever kings were talked of the name of Hassan the Mighty was often on the lips of men. Today, Hassan is gone and his army is dust; his gold is scattered and the dome of his castle is but a broken heap of stone over which the grass runs and in the moss-grown crannies of which bright blue flowers blossom. And not one of the shepherds who herd flocks of dirty sheep in the courtyard ever heard of the name of Hassan the Mighty. It happened once, however, that on a great day, when disaster threatened, Hassan, instead of being discouraged, rose up in kingly might and said: "Fear not; tomorrow will be another day." His words fell on listening ears, and were remembered and passed on from father to son until yesterday they reached my own and today I pass them on to you—the great meaningful words of Hassan the Mighty, who is now forgotten.

"Tomorrow will be another day." What a blessed thought for all of us. Be today what it is tomorrow will be another day. For the sick a source of strength. Tomorow will be another day in which there will be no sickness to wrack the heart.

For the weary a source of great rest. Tomorrow will be another day in which tired limbs

can relax and weary bodies lie at ease on cushions of eiderdown.

For the heartsick a source of sweet joy. Tomorrow will be another day in which love shall find its own though it be hidden by mountains or veiled by a hundred years.

For the poor and neglected a source of great comfort. Tomorrow will be another day in which poverty shall have no place and there will be no crying out for bread and

And for him who fails a source of great encouragement. For with the new day comes a new promise and a new hope and a new purpose that knows nothing of defeat.

Hassan the Mighty has gone on and is forgotten, but his words ring still for all who believe that beyond life there is no death but only life and more life. Just as there is light and more light as one draws nearer to the source of life and light.

If we but live today as the spirit would have us live, obedient to the voice of God and all His laws, tomorrow will be, indeed, a glorious other day for us.

The Human Castle

THERE is a castle that stands on a cliff high above the earth to which the owner has never climbed. At the front of the castle, built into high walls, is a wide gate, the outer doors of which are made of great pieces of masonry so delicately balanced that a series of levers worked from the inside serve to lift the upper door free of the lower one. Within, however, is a second gate, made of shining pillars of ivory which also open and shut by means of skilfully arranged levers operated from within.

Now two rival spirits dwell in the castle. One is an evil spirit and one is a good spirit, and they are forever at war with each other as to which shall sit at the two round windows and look out on the world. If the evil spirit gains control he opens the double gate and sends forth an evil messenger which flies off on the wind like a black gull. The gull is the bearer of an evil message and never stops flying until the message is delivered, when he, at once, takes wing again and flies on and on until he drops, at last, into the great sea. He never, however, returns to the gates that send him forth.

If the good spirit happens to be in control he takes his place at the window and sends forth a good messenger through the double gates, which flies off through the world like a white gull bearing a message of love and hope. Now the strange thing about the great double gate is the fact that while only the world can come in through it, only the spirit can go out on the wings of the great gulls.

(Answer—The human head.)

Brain Fag Relieved Quickly!

Just a teaspoonful of Horsford's Acid Phosphate in a glass of cold water stimulates and refreshes your nerves. A delicious drink that supplies nourishing phosphates to the body—aids digestion and gives you new strength, vigor and endurance. *At all druggists.*

S 50 26

HORSFORD'S ACID PHOSPHATE

How Mr. Egan Uses Character Chats

Following the brief devotional exercises with which the school day is opened, the teacher reads one of these stories aloud to the class. Then, without comment, the teacher retires from desk or platform, while one of the pupils who has previously been appointed "judge" steps forward and asks what the class thinks about the story. In the ensuing discussion many different ideas are likely to be expressed. When the time is up, the "judge" renders a snap decision as to which boy or girl has given the best interpretation, and that pupil automatically becomes "judge" for the next day.

Handled in this way the "Character Chats" become the pupils' own possession. The twelve-minute period assigned to the exercise passes pleasantly and pupils look forward to the next one with eager interest.

The teacher should let the pupils "have it out" among themselves. Unless her opinion is directly asked, she may well remain in the background. I cannot too greatly emphasize the importance of this point. No matter how much better the teacher could explain the message, she should let the class do the talking. Make it their affair and they will profit by it.

"Character Chats" are being successfully utilized in the fourth and all higher grades through the ninth, or the junior high school.

Any teacher having a particular character problem upon which Mr. Egan's help is desired, is invited to communicate with him, in care of the Journal of Education, 6 Beacon Street, Boston. He will be glad to write a special story which will be printed in this department. Bring your troubles to Mr. Egan!

EDUCATION IN ACTION

27 World Teachers Study at Columbia

Twenty-seven educational leaders of the world, ten of whom were appointed by the ministers of education in their respective countries, are taking work this year at Teachers' College, Columbia University, under the provisions of the recently created Macy grants. Some of the students are Dr. Erich Hyalla, member of the Ministry of Education in Prussia; Dr. Bruno Koslowski, member of the Polish Ministry of Education; Dr. Dennis Janosey, member of the Hungarian Ministry of Education; Dr. J. J. Sen, representing India; Dr. Jan Uher, professor in the Masaryk University of Czechoslovakia; B. Rouseff, nominated from Bulgaria; Mehmed Safvet, teacher in Cyprus sent by Turkey; Eduardo Canto, nominated by the Spanish Minister of Education, and Kurao Wakitam, from the Imperial Education Association of Japan.

Earns Diploma While Succeeding in Business

Thomas Moore of Minneapolis, after rising in business to the rank of manager of a hardware firm and then deciding that lack of college training hindered his progress, will be the first person ever to receive a University of Minnesota degree for work completed wholly in night school courses. Enrolled as one of the 5,000 night school students, Mr. Moore is taking a business course, and by next July will have completed all required subjects with the exception of English, and this will be done through the university correspondence courses.

Calls Fraternities Hope of College Youth

Dean Floyd Field of the Georgia School of Technology recently declared that the fraternity is the only hope of the modern college youth. There is no other group, he said, which can change student ideals and put honesty in every phase of campus life.

Accident Prevention Taught By New York University

A college course in accident prevention for the training of safety engineers and public safety directors is offered this year by New York University, in co-operation with the American Museum of Safety. The curriculum includes industrial and public safety. The course in accident prevention is open to graduates and undergraduates of the university, employes in industries which are members of the Museum of Safety, insurance safety inspectors, government officials and employes, industrial safety committee men, and others professionally interested in accident prevention.

Farmers Told to Let Trees Educate Heirs

Parents in rural communities are advised by the Department of Agriculture to take out "tree endowment" for their grandchildren's education. The department recommends the planting of walnut trees now so that in time the revenue derived from the lumber will help meet the expenses of schooling. Planting a bushel of black walnuts will make a good investment for farmers, it announced. Walnut, one of the finest cabinet woods known, is now worth $200 a thousand feet, and a bushel of nuts planted in idle corners, waste strips, and along fence rows should in time produce considerable timber.

Central Control for Education in India

At present each province in India sets its own standards and makes its own provision and its own regulations for European education. In consequence, there is often a considerable difference, not only between the facilities and financial assistance afforded by various provinces, but also in the standards insisted upon. According to A. C. Atkinson of La Martiniere College, Calcutta, the Government of India is contemplating assuming the responsibilities of European education. The Provincial Governments are not expected to resist the transfer, for this action would make European education a central subject, remove existing anomalies and insure a uniform policy for the future. The European schools, it is generally recognized, need close co-ordination and larger resources than provincial control can insure them.

Railway Union Drops College

The Labor College in London has always been supported by the National Union of Railwaymen and by the South Wales Miners' Federation. It has now been decided by the executive committee of the railwaymen that it is not in the best interests of the union to continue part ownership and control of the college, and after the liabilities to the present students are completed the arrangement will be terminated. The decision was said to be based solely upon financial reasons, and it was stated that trade union policy as regards education had nothing to do with it.

Deplores Poor Teaching Wage

Decrying the underpayment of teachers, former Senator Albert J. Beveridge, in an address in New York City, said educators actually are impoverished, while school and college athletics are richly endowed. The senator was making an "appeal to intelligence." "Our schools and colleges," he said, "can give their best service only as capable men and women open new paths of knowledge and lead the next generation into a broader understanding of life. Yet, in comparison to the sums spent on instruction in athletics, the amount devoted to learning itself is pitifully small."

Too Many Want White Collars

America's "white collar" men are too numerous, and the need is for more boys trained to work with their hands, Dean Fred E. Ayer of the Municipal University of Akron, O., recently declared. The chief reason why skilled mechanics make more money than office workers is because so many young men want to wear white collars and are afraid to soil their hands, the dean stated. His advice to young high school or college graduates is to get the first "job" that comes along and work at it.

Army Makes Success Of Character Courses

Major General Robert C. Davis has announced that the character building courses, established to reclaim army prisoners at the Fort Leavenworth, Kan., disciplinary barracks, have produced such "gratifying results" that they would probably be extended to the Atlantic and Pacific military prisons. The system was designed to awaken "the innate, but dormant, good impulses of young men whose home environment, education and early training were below American standards."

Offer Awards for Study in Germany

Twenty fellowships which will enable American students to pass a year in German universities will be awarded next year by the American German Student Exchange, it was announced at a luncheon in New York City recently to honor young German students now at American universities under the auspices of the exchange. Baron von Maltzan, German Ambassador to the United States, after expressing his thanks for the fine spirit of hospitality shown in the reception of the young German scholars, promised in behalf of his countrymen an equally warm welcome to American students next year in Germany.

Advocates More Junior Colleges

Dr. Livingstone Farrand, president of Cornell, recommends the establishment of junior colleges to relieve the strain caused by the inability each year of thousands of applicants to gain admission to American colleges. One of the greatest problems facing the educators of the country, he declared, is how to accommodate the unsuccessful applicants and give them the higher education they desire. Junior colleges, he asserted, to take the place of the freshman and sophomore years at college, "could not help but relieve the strain somewhat."

"Murder" English To Better Speech

The English language congress, meeting in Philadelphia recently, was told by professors of the language "to murder the King's English if you will," if by so doing "punch" and conviction in speech result. Dr. Edward Sapir of the University of Chicago told the delegates that human speech was a medium by which everyone could get his or her personality across, and the less attention paid to rules the better. Dr. Charles H. Grandgent of Harvard declared "English, as it is spelled, is probably the worst spelled language here or in Europe, and surely the most heavily burdened with absurdities."

London Teaches Million Pupils

Nearly one million persons are in attendance at London's schools and educational institutions. Of these one-third attend of their own free will, and the rest are children of compulsory school age. It costs the taxpayers sixteen pounds to educate a child in a London elementary school and forty-one pounds to educate a child at a secondary school. There were nearly 4,000 fewer children of school age in London in 1925 than during the previous year, said the annual report of the education officer of the London County Council.

Vermont Builds 16 New Schools

Notable progress in educational affairs has been made by Vermont in the last two years, according to Clarence H. Dempsey, state commissioner of education, who finds that sixteen new school buildings have been completed in that period and three more are under construction. In his biennial report to the Legislature Mr. Dempsey notes "a genuine interest in the schools and their improvement." This interest has been stimulated by the appropriation of $30,000 by the last Legislature for state aid and the Proctor prizes of $100 for each of the fourteen counties for the greatest improvement in building and grounds.

Would Use Radio To War on Tardiness

If a plan proposed by the Hartford, Conn., principals' club is successful the radio will soon be used to get boys and girls to school on time. The club has adopted a resolution asking radio station WTIC to broadcast the correct time at about nine o'clock each night, in order that the parents of children can set their clocks right and reduce, as far as possible, lateness due to this cause.

Movies Win Over Debating

Debating is a hopeless contender for high school students' favor alongside the movies and the dance-halls, Henry P. Miller, principal of the Atlantic City High School, has decided. It has been found necessary to drop interscholastic debating for lack of interest. Students prefer the theatre or dancing to the oratorical efforts of their school team, with the result that public debating has been a financial failure and the Faculty has been forced to drop it, Principal Miller said. The oratorical contest conducted annually by the Kiwanis Club among the high school students will be continued.

To Give Course In Dress Styles

A course on present-day fashions in women's and men's dress will be given by the New York University at the Ritz Carlton under distinguished patronage, it was announced by General Charles H. Sherrill, director of the department of fine arts of the university. The course, he said, will consist of fifteen lectures, to be given on Thursday afternoons, in the ballroom of the Ritz Carlton. The patronesses for the course include Mrs. Andrew Carnegie, Mrs. August Belmont, Mrs. Whitney Warren, Mrs. Reginald de-Koven, Mrs. Lewis Gouverneur Morris, Mrs. Murray Crane and Mrs. Charles H. Sherrill.

New England Pupils In Arithmetic Contest

A total of 100,500 pupils in the schools of 168 cities and towns in the six New England states are entered in the New England-wide arithmetic contest to be held under the auspices of the Boston University school of education. The event is the fourth annual contest the school of education has conducted for proficiency in some phase of school work. School superintendents and other officials have responded with enthusiasm to the invitation to enter their school systems. Last year's contest, limited in area to Massachusetts, was also in arithmetic. The results were such that the school superintendents expressed a desire to have the test repeated after a year's drill in the fundamental "tool" processes.

A NEW PALMER METHOD HANDWRITING MANUAL FOR THIRD AND FOURTH GRADES

This is another self-teaching text-book, and an IMPORTANT LINK IN THE PALMER METHOD SERIES. The instructional part of this new book alternates between teachers and pupils, with such simplified language in the paragraphs to pupils as will fit the understanding of those in third and fourth grades.

The simplified drills lead directly to movement application in making letters and writing words and sentences.

The diagrams of main and connective slant; the three elements and their applications to capitals, are some of the new outstanding practical features.

Measuring the Process and Product

The last seven pages of this new text-book of Palmer Method Handwriting for third and fourth grade teachers and pupils deal specifically with the scientific plan of measuring the process and product of muscular movement development and its application to writing. There are photo-engraved specimens (3 each) from third and fourth grade pupils for purposes of comparison. This is an entirely new feature in a text-book on practical handwriting and is making a strong appeal to teachers.

Retail price 15 cents with a special discount to schools.

A FREE SAMPLE COPY will be sent postpaid to any superintendent, principal or teacher who will write to our nearest office for it.

THE A. N. PALMER COMPANY

55 Fifth Ave., New York, N. Y. 2128 Calumet Ave., Chicago, Ill.
Palmer Building, Cedar Rapids, Iowa Pittock Building, Portland, Oregon

TREND OF THE TIMES

Pneumatic Wheels For Street Cars

An interesting experiment is being carried out by the United Railways and Electric Company of Baltimore, Md., in the endeavor to provide quieter operation of street cars by the use of pneumatic wheels. The theory of the wheel as worked out for application to street railway usage is an adaptation of the resilient wheel previously developed for truck and bus operation. Two pneumatic tubes are inserted into the circumference of the wheel to absorb all shocks or vibrations before they reach the axle. These rubber pneumatic cushions are protected from dirt, oil and heat by steel cover plates, which, while protecting these parts, do not interfere with the freedom of movement in a vertical direction. If the tests which are now being carried out are successful, it will mark a long step toward the long hoped for noiseless street car.

West Point Graduates Found in Many Fields

While the United States Military Academy at West Point has contributed one President of the United States and one President of the Confederate States, the majority of its graduates who do not follow military careers turn to civil engineering, if the list of 3,303 West Point graduates noted in the Cullum Biographical Register is representative of all the graduates. Of this group 310 have become civil engineers. Next come 301 farmers, then 255 lawyers. There have been 21 judges from West Point. Of those mentioned in the Register 242 are authors, 6 artists, 10 architects, 14 inventors and 23 have been drawn to the service of the Church.

Russia to Take Its First Census

For the first time in the history of Russia a complete census is to be taken in that country. A civil army of 170,000 men and women is being enrolled for the work, which will cost at least $5,000,000. For the first time the rulers of Russia will know exact facts about the country they govern. The Czar tried to find out these facts in 1897, but the effort became a farce and very nearly turned into a disaster. In many villages the peasants thought that the questions of the census-takers portended some new and unknown trouble for themselves. The soviet authorities undertook a census in 1920, but the civil war then being waged made the task chaotic and it was not completed. People, animals, farm machinery, stores, factories, houses and many other things will be counted in this latest attempt. In addition, the census will form a careful survey of the degree of illiteracy in Russia.

Elimination of Waste To Raise Living Standards

Herbert Hoover, Secretary of Commerce, declared, in excerpts from his annual report, that further improvement in the material condition of the people of the United States can come only through better utilization of industrial resources and effort. The goal of all in the economic field, he said, should be the elimination of waste, if American standards of living are to advance. He explained that by waste elimination he meant not an attack upon individual conduct or single plant methods in any industry, but a whole array of activities that lead to attainment of a single end—increased material productivity and more direct distribution of output. The most outstanding single industrial accomplishment, in his belief, since the war has been the reorganization of American railways. Today, under private enterprise and with a smaller number of employes. they are loading fifteen per cent. more cars than under government administration.

American Industries Adopting 44-Hour Week

The forty-four hour week is now practically the rule in the building, clothing, metal, printing and stone trades, the United States bureau of labor statistics announced in giving the results of a survey of trade union agreements made during 1925. Generally, trade union agreements today provide for a union shop or stipulate that the employer shall hire only employes in good standing in the union, the bureau found.

Study Shore Line To Learn Changes

Scientists have begun shoreline studies along the Atlantic Coast to determine whether the North American continent is sinking, it was announced by Professor Douglas W. Johnson, who made public a report of the committee on shoreline investigation of the division of geology and geography of the National Research Council. "The majority of geologists believe that the Atlantic and Gulf Coasts have been subsiding at the rate of one or two feet a century," said Professor Johnson. To carry on the investigation three tide gauges will be placed at various points, but "comparisons will be difficult," according to Professor Johnson, "because the sea level fluctuates with the restless waves, tides and winds, and twenty-five years of study may be necessary before the final conclusions, vitally affecting the public interest in many phases, can be reached." Professor Johnson pointed out that the problem directly concerns every owner of property bordering the sea.

New Cathode Ray Has Strange Power

A new cathode ray tube, which has removed hair from an animal and seemingly grew hair of a different color on the same spot; which has made cold stone luminous as if heated, and produced surprising results on gas, was officially announced recently at the Franklin Institute in Philadelphia by Dr. W. D. Coolidge, its inventor. Experiments with the cathode ray,from the new tube, he said, showed that it contained as many beta rays, the most important ray emanating from radium, as would be contained in a ton of that material. There is in known existence in all the world only about one pound of radium and at present prices a ton of it would cost $100,000,000,000. To what use the accomplishments already made with the ray may be put is still unknown. It speedily kills bacteria, a fact which would indicate that it might be invaluable for medical purposes, providing its strength could be regulated so as to be harmless to the patient.

To Use Electric Thief Catchers

Several banks in Mexico City are experimenting with a German "thief catching" machine. The apparatus is concealed in the construction of the cashier's cage. It consists of a system of sufficiently high powered electric wiring to cause a shock enough to lay out the thief for "at least a half hour." According to a bank official thirty minutes should be enough to permanently and securely capture the thief and turn him over to the police. He further explained that while the proverbial condition that "a cop is never available when you want him" exists in Mexico, as it does in other countries, the thirty minutes time should result in a successful routing out of even the most carefully hidden policeman.

The BOOK TABLE

EXTRA-CURRICULAR ACTIVITIES IN JUNIOR AND SENIOR HIGH SCHOOLS. By Joseph Roemer, PhD., University of Florida; Charles Forrest Allen, Little Rock, Arkansas. Foreword by Elbert K. Fretwell, and Introduction by Lotus D. Coffman. Boston, New York: D. C. Heath Company.

"Extra-Curricular Activities" are well-nigh universal, but there will be some old young teachers and some really old people who will only be muffled by the coffin who think it is not worthwhile to learn anything in school days that is not learned in the schoolroom and from books. Dr. Fretwell is rendering a real civic as well as educational service as an evangelistic crusader for "Extra-Curricular Activities," and this valuable book would never have been produced had not Joseph Roemer and Charles Forrest Allen been exposed to his brilliant championship of these out-of-classroom activities.

President Lotus D. Coffman of the State University of Minnesota in the "Introduction" to the book says that partly because of the ingenuity of youth and of the demand of certain social agencies, the number of outside activities increased enormously. "Some of them finally impinged upon the consciousness of faculties, and some assistance was provided for them. But the supervision of the adult was usually more corrective than preventive, more preventive than directive. The thing that the instructors most desired was to protect the good name of the school against what they regarded as youthful indiscretions. It has not always been easy for faculty representatives to look with favor upon dramatics, debates, oratorical and musical contests, student publications, 'pep' fests, and athletic games. There has been a feeling that these things interfered with the 'regular' work of the school. No doubt this actually happened and still happens in some cases. Even though that be true, one would be blind, indeed, if he did not recognize that youth devises its own adolescent methods and sets up and evaluates its adolescent products."

HORSES: NOW AND LONG AGO. By Lucy Sprague Mitchell. Cloth. Illustrated. 343 pages. New York: Harcourt, Brace and Company.

Whoever thinks the automobiles, fast and furious, have reduced interest in horses has a good deal to learn. A few weeks ago Mr. Du Pont of Delaware paid $100,000 for a two-year-old in England, and signed a contract that the horse should never be raced in England. Recently a horse twenty years old was sold for $100,000. and there is a horse that is said to have earned a million dollars. Nothing like this was dreamed of before the automobiles came.

These stories are chiefly about individual horses of different periods: Baby Dan of today, taking more than his share of the load of a coal truck's three-horse team; Hopeful Dobbin hitched to a delivery wagon in New York in 1890; Black Bess, drawing a covered wagon over the Oregon trail to California in 1846; Jan Kip, going over the Cumberland Trail through the Alleghenies in 1835; Carlos of Spain, the first horse brought to America by De Soto, the forefather of the wild horses of Texas; two horses of England in 1350, one a knight's charger and the other a serf's plow horse; two, one from the North and one from the South, meeting at the Battle of Tours in 1732; finally, an account of the earliest horses in Mongolia and Arabia back to the little three-toed Eohippus. Each story is prefaced with a description of its setting and followed by appropriate poems and ballads.

THE OPEN DOOR PRIMER FOR CHILDREN LEARNING ENGLISH.

THE OPEN DOOR FIRST READER. Both by Emma Neal and Ollie Perry Storm, both of San Antonio, Texas. Illustrated by Eleanor Osborn Eadie.
New York: The Macmillan Company.

The Open Door Primer and the Open Door First Reader are planned for the use of children who come to school with little or no knowledge of the English language. In these readers an effort has been made to present vocabulary that will meet the immediate English needs of the child in school, at home, and at play. They are the result of several years of experimentation with large classes of non-English-speaking pupils in the first grade.

The Open Door books are elaborately and brilliantly illustrated. The vocabulary which the children learn in their first use of books in school are words which children will have occasion to use in the home and in play. San Antonio has attained much prominence because of the ease with which Mexican children learn to read English, and these directors of elementary education have had much to do in the success of this work.

STUDENT RELATIONSHIPS. An Orientation Course for College Freshmen and High School Seniors. By Walter G. Clippinger, D.D., LL.D., president of Otterbein College. With an Introduction by Frank Pierrepont Graves, Ph.D., LL.D., Commissioner of Education of the State of New York. Cloth. 145 pages. New York: Thomas Nelson and Sons.

Dr. Frank Pierrepont Graves in the Introduction says what we would like to say so much better than we could say it that we quote therefrom:—

"Despite the primitive views of certain sentimentalists, there is nothing so essential to the welfare of our democracy as the training of its leaders. Without intelligent and skilled guidance, this country would, to say the least, find itself in a parlous situation. At the present time especially the individual is prone to view all effort at social control as an interference, if not an actual menace. There is today imperative need for trained and devoted leadership, possessed of ideals and of adequate knowledge, which can guide and direct through persuasion and ability to secure respectful attention.

"This need seems to have been most amply met through the medium of colleges and universities. Other agencies have occasionally contributed instances of outstanding leadership, but these cases have been so rare as to constitute only exceptions to the rule and to warrant but little consideration. Where one man has risen to prominence without going to college, two or three hundred leaders have apparently been developed by it.

"Until comparatively recent times college admission was largely confined to young men with social traditions and intellectual forebears and to those few who had, by some fortuitous combination of nature and circumstance, been enabled to forge to the front through inherent intelligence and strength of character.

"At the present day, when such vast numbers are eager to obtain the benefit of college training, and the world of action for which they are being prepared is so complex and baffling, it behooves us to strengthen our offerings in every way and to guide the students wisely in their collegiate life. Only by

the utmost effort and the greatest care can we hope to leaven the lump and enable our product to compete successfully with modern conditions. Throughout academic history we have never before known the student to be in such need of sound advice and wise direction from the beginning of his life on the campus. For the sake of preserving our democracy, quite as much as for his individual success, he should receive skillful guidance in his social and moral, as well as his intellectual relationships.

"In a series of fatherly talks President Clippinger discusses such subjects as the reasons for going to college, getting adjusted, how to study, the recitation, examinations, books and the use of the library, ethical qualities, and religion and life. Especially significant and sagacious in this 'scientific age' is his treatment of intellectual reconstruction and the need during this period of internal storm and stress for holding to some of the eternal verities. It deals with the most interesting phases of a student's life, and is written in an interesting and appealing way."

SAPPHO AND HER INFLUENCE. By David Moore Robinson, Ph.D., LL.D., Vickers Professor of Archaeology and Lecturer on Greek Literature, Johns Hopkins University. Cloth. Illustrated. xii+272 pages. Boston: Marshall Jones Company.

This is the second volume of the monumental series of handbooks dealing with Greek and Roman culture published under the general editorship of Professor Hadzsits of the University of Pennsylvania and Professor Robinson of Johns Hopkins. Some fifty volumes are projected, dealing not only with individual classic authors, such as Homer, Euripides, Plautus and Terence, Ovid, Horace, Virgil, etc., but also with such general topics as Aristotelian philosophy, Platonism, Greek and Roman religion, mythology, politics, economics, society, law, warfare, mathematics, astronomy, engineering, fine arts, architecture, music, folklore, and education. Professor Robinson's book on Sappho aims to present Sappho in her proper light as a great and original poetic genius, and for the purpose he has sifted out those facts which may be relied on as authentic, and has left in the background or demolished the apocryphal material which has passed current so long about her—even before Byron wrote "The Isles of Greece! The Isles of Greece! Where burning Sappho loved and sung!" Successive chapters deal with Sappho's life, love-affairs, personality, and pupils; the legendary fringe; the writings of Sappho; Sappho in art; her influence on Greek and Roman literature; in the Middle Ages and Renaissance; in Italy; in Latin, Spanish, and German; in French; in English and American literature; in Russian; and her influence on music. An introductory chapter of appreciations of Sappho and a concluding chapter complete an interesting book. Notes and bibliographical material add to its usefulness. A series of twenty-four artistic illustrations from classic artistic remains and from medieval and modern art increase the charm of the volume.

POR ESPAÑA. By Gertrude M. Walsh, instructor in Spanish, Ohio State University. Cloth. Illustrated. xii+202 pages. Price, $1.00. Boston: Allyn and Bacon.

The author of this new reading text for first-year students of Spanish is an experienced teacher and textbook-maker. She has brought to the preparation of her book the fruits of that experience and of her knowledge of Spain and of Spanish life. Little attention is paid to history as such—just a few pages, in fact; but on the other hand much attention is given to those features of Spanish life that stamp Spain as a modern country just coming into her own in the matter of industrial and intellectual progress. There is much material of interest upon the lesser known parts of Spain, and a great deal upon such topics as government, education, travel, summer resorts, amusements, city life, costume, literature, art, etc. Careful heed has been given to the vocabulary used in the sketches; the words are always those of everyday usage and there is some effort at systematic vocabulary-building, as in the list of provinces and cities with their corresponding adjectives. Exercises of the modern type have been provided upon each chapter of the text. There are no notes; the material usually found in notes is included in the vocabulary. The words and music of some five Spanish songs and the music of the "Marcha Real" are appended.

About seventy illustrations of an up-to-date character add to the enjoyment and understanding of the various chapters. The volume is well-printed upon high-grade paper, and is attractively bound. It should be of great usefulness to high school students in the second semester and to college students in the first semester of their work in Spanish.

"Por España" is a worthwhile undertaking capably executed.

Books Received

"España." By A. Marinoni.—"Adventures in Habit-Craft." By Henry Park Schauffler.—"Trail Makers of the Middle Border." By Hamlin Garland.—"Junior Office Practice." By Mary F. Cahill.—"General Social Science." By Ross L. Finney.—"American History for Grammar Schools." By Marguerite S. Dickson. —"New School for Older Students." By Nathaniel Peffer. — "Liberalism and American Education in the Eighteenth Century." By Alan Oscar Hansen. New York: The Macmillan Company.

"The Field Sixth Reader." By Walter Taylor Field. Boston: Ginn and Company.

"Just Ten Minutes." By Eleanor G. Griffith. Atlanta, Ga.: Smith Hammond and Company.

"Problems in Retailing." By D. K. David and M. P. McNair.—"Principles of Accounting." By E. L. Kohler and P. L. Morrison.—"Economics of Transportation." By W. T. Jackman. —"American Pork Production in the World War." By Frank M. Surface. —"Testing Before Investing." By Edmond E. Lincoln.—"Procedures in Employment Psychology." By W. V. D. Bingham and Max Freyd.—"The Government and Labor." By A. R. Ellingwood and W. Coombs. New York, Chicago, London: A. W. Shaw Company.

VISUAL INSTRUCTION

DAYLIGHT LANTERNS LANTERN SLIDES
STEREOGRAPHS STEREOSCOPES

A VISUAL AID FOR EVERY VISUAL NEED

SOCIAL SCIENCES PRIMARY READING
HIGH SCHOOL SCIENCES MAP SLIDES

Write for further information

KEYSTONE VIEW CO.
MEADVILLE, PENN'A

SUPERVISION *and* TEACHING *of* HAND-WRITING
JOSEPH S. TAYLOR

A PRACTICAL book giving the principal experimental studies in handwriting and organizing them into usable procedure for teachers. $2

JOHNSON PUBLISHING CO.
RICHMOND, VIRGINIA

ESTABLISHED 1869

QUALITY Results in ECONOMY

This applies especially to

HOLDEN BOOK COVERS

which receive the Soiling—Wear and Handling of the year instead of the books.

A rigid adherence to our tested formulas assures you of a durable—waterproof—weatherproof material that enables the books to last twice as long.

(SAMPLES FREE)

HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President SPRINGFIELD, MASSACHUSETTS

GRINS BETWEEN GRINDS

Same to You

School Teacher—"Now, children, I hope you will have a pleasant holiday, and what is more important, come back with a little sense in your heads."

Children (in chorus)—"Same to you, miss."—London Weekly Telegraph.

Thrifty

Tommy—"Dad, you'd like it if I save a dollar for you, wouldn't you?"

Dad—"Certainly."

Tommy—"Well, I did it. You said if I brought a first-class report from my teacher this week you would give me a dollar and I didn't bring it."

She Knew Better

As a steamer was leaving the harbor of Athens an inquisitive old lady approached the captain and pointing to the distant hills inquired: "What is that white stuff on the hills, captain?"

"That is snow, madam," replied the captain.

"Well," remarked the lady, "I thought so myself, but a gentleman has just told me it was Greece."

One or the Other

Teacher—"Willie, do you believe the devil will get us if we're naughty?"

Willie—"I don't know, ma'am; but I do know that we will get the devil if we're found out."—Cougar's Paw.

Wrong Vocation

A visitor asked his host, a middle-aged farmer, about the health of his father, who was nearly ninety.

"'Taint much now. He's been complaining considerable for a few months back."

"What's the matter with him?"

"I dunno. Sometimes I think farmin' don't agree with him."—Capper's Weekly.

A Lesson in Politeness

A small boy came to school one day with dirty hands.

"Tommy," the teacher said to him, "I wish you would not come to school with such dirty hands. What would you say if I came to school with dust and ink all over my fingers?"

"I wouldn't say anything," answered the child, promptly. "I'd be too polite."

Maybe

A teacher conducting her pupils through an art museum stopped in front of Rodin's famous statue, "The Thinker." She asked them what they thought he was thinking about. "Oh, I know," replied one little boy. "He's been swimming and can't remember where he put his clothes."—American Boy.

The Reason

"Ah, you have a dog. I thought you didn't like dogs."

"Well, I don't. But my wife picked up a lot of dog soap at a bargain sale."—London Weekly Telegraph.

A Stumper

Willie—"Papa, is it proper to call a man born in Poland a Pole?"

Father—"Certainly."

Willie—"Then I suppose a man born in Holland is a Hole, isn't he?"

Wm. B. Ittner, Inc.

Board of Education Building, St. Louis, Mo.

Twenty-five years in School-house Planning and Construction

Nineteen years, Architect Board of Education, St. Louis

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY Dept. 77, Chicago *for* FREE EYE CARE BOOK

MURINE FOR YOUR EYES

TEACHERS' AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St. — Pittsburgh, Pa., 549 Union Trust Bldg.
Portland, Me., 415 Congress St. — Birmingham, Ala., 808 Title Bldg.
New York, N. Y., 225 Fifth Ave. — Kansas City, Mo., 1020 McGee St.
Syracuse, N. Y., 402 Dillaye Bldg. — Portland, Ore., 409 Journal Bldg.
Philadelphia, 1420 Chestnut St. — Los Angeles, Cal., 548 So. Spring St.
Send for circular and registration form free.

The Corlew Teachers' Agency

GRACE M. ABBOTT, Manager
120 BOYLSTON STREET, BOSTON

THE CARY TEACHERS' AGENCY

Our business is done by *recommendation* in answer to *direct calls* from employers.
C. WILBUR CARY, Manager, 36 Pearl Street, Hartford, Conn. — ROSE E. BRADBURY, Manager, 14 Beacon Street Boston, Mass. — GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

SCIENTIFIC TEACHER-PLACEMENT

NATIONAL TEACHERS AGENCY, INC.
D. H. COOK, General Manager
Philadelphia Pittsburgh Northampton Syracuse Indianapolis Memphis

H. S. BALDWIN — T. M. HASTINGS
THE EASTERN TEACHERS' AGENCY

Reputation founded on over thirty years of successful experience.
Established 1890 — 6 BEACON STREET, BOSTON

THE FICKETT TEACHERS' AGENCY

Edward W. Fickett, Prop. — 8 Beacon Street, Boston
Telephone Hay. 1678. — Established 1885

The Pratt Teachers' Agency

70 Fifth Avenue
NEW YORK

Recommends college and normal school graduates, specialists, and other teachers to colleges, public and private schools in all parts of the country. Advises parents about schools.

EMERSON College of Oratory

HENRY LAWRENCE SOUTHWICK, President

The largest school of Oratory, Literature and Pedagogy in America. It aims to develop in the student a knowledge of his own powers in expression, whether as a creative thinker or an interpreter. Degrees granted. Summer sessions. Catalogue and full information on application to

HARRY SEYMOUR ROSS, Dean
HUNTINGTON CHAMBERS — BOSTON, MASS.

THE ARLO BOOKS

READING—INTERPRETATION—EXPRESSION

The ARLO BOOKS have given us great help in our Americanization and night school work. It is not easy to interest adults in the ordinary readers or reading methods used. With the **ARLO BOOKS**, however, the interest of pupils of any age is at once aroused and always maintained.

The peculiar arrangement of vocabulary and sentence plan in these books BRINGS RESULTS WHICH ARE MOST DESIRED. The pupil learns by reading the pages not only to know a large vocabulary, but to get the thought as he goes.

Signed: I. Z. ALLEN,
Superintendent of Schools, Biddeford, Maine.

BUSY BUILDERS BOOK	.45	DAN'S BOY	.60
ALLSPICE	.55	ANITA	.65
CLEMATIS	.60	WHO KNOWS	.50
ARLO	.55	PATHWAYS	.80

BY BERTHA B. AND ERNEST COBB

THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

Meetings To Be Held

DECEMBER.

27-28: American Association for the Advancement of Science, Philadelphia, Pa.

27-28: American Nature Study Society, Philadelphia, Pa. George R. Green, State College, Pa.

27-28: Association of Schools of Professional Social Work, Chicago, Ill. Margaret Leal, 105 E. 22d street, New York, N. Y.

27-28: National Council of Geography Teachers, Philadelphia, Pa. George T. Miller, State Teachers' College, Mankato, Minn.

27-29: Geological Society of America, Madison, Wis. Charles P. Berkey, Columbia University, New York, N. Y.

27-30: National Commercial Teachers' Federation, Chicago, Ill. Willard J. Wheeler, Wheeler Business College, Birmingham, Ala.

28-29-30: American Psychological Association, Psychological Laboratory, University of Pennsylvania, Philadelphia, Pa.

28-29-30: Illinois State Teachers' Association, Springfield. R. C. Moore, Carlinville, Illinois.

28-29-30: Pennsylvania State Education Association, Harrisburg. J. H. Kelley, secretary, Harrisburg.

28-30: American Psychological Association, Philadelphia, Pa. Harvey Carr, University of Chicago Chicago, Ill.

28-30: Illinois State Teachers Association, Springfield. Mrs. E. A. Armbruster, Peoria.

27-January 1, 1927: American Association for Advancement of Science, Philadelphia, Pa. Michael J. Pupin, Columbia University, New York.

27-30: Linguistic Society of America, Harvard University, Cambridge, Mass. (Professor R. G. Kent, secretary, University of Pennsylvania, Philadelphia, Pa.)

28-29: American Students Health Association, New York City. Warren E. Forsyth, University of Michigan, Ann Arbor, Mich.

28-31: Botanical Society of America, Philadelphia, Pa. L. H. Bailey, Ithaca, N. Y.

29-30: National Association of Biblical Instructors in American Colleges and Secondary Schools, New York, N. Y. Ralph K. Hickok, Wells College, Aurora, N. Y.

29-31: Association of American Geographers, Philadelphia, Pa. J. P. Goode, University of Chicago, Chicago, Ill.

29-31: National Association of Teachers of Speech, Chicago, Ill. E. M. Mabie, University of Iowa, Iowa City, Iowa.

29-31: The annual meeting of the Florida Education Association, Tallahassee, R. M. Sealey, president.

29-31: Modern Language Association of America, Harvard University, Cambridge, Mass. (Professor Carleton Brown, Bryn Mawr, Pa.)

December 31-January 1: American Association of University Professors, University of Pennsylvania, Philadelphia, Pa. (Professor H. W. Tyler, secretary, Massachusetts Institute of Technology, Cambridge, Mass.)

JANUARY

17-23, 1927: National Thrift Week.

FEBRUARY

19: National Council of Teachers of Mathematics, Dallas, Texas. Marie Gugle, Columbus, Ohio, President.

27-March 3: National Society of College Teachers of Education, Dallas, Texas.

27-March 3: Fifty-seventh annual meeting of the Department of Superintendence of the N. E. A., Dallas, Texas.

MARCH

31-April 2: Schoolmen's Week Sessions, University of Pennsylvania, Philadelphia.

Zurich Will Honor Pestalozzi

Zurich is planning an impressive celebration in memory of the hundredth anniversary of the death of Heinrich Pestalozzi, the noted Swiss pedagogue, who is numbered among the most distinguished sons of that brilliant Swiss city.

From February 16-20, 1927, St. Peter's Church in Zurich will be the scene of memorial services; the university will do homage to Pestalozzi with special academic program, and a "Pestalozzi concert," given by the Teachers' Choral Society and the Tonhalle Orchestra, will take place in the Tonhalle, the city's beautiful concert hall. In addition a "Pestalozzi Exhibition," scheduled to remain for several months, will open in the Central Library of Zurich.

A Swiss School Exhibition will moreover be arranged in the Limmatstrasse School for the summer 1927, during which a general conference of Swiss school teachers will take place in Zurich.

A number of educators from foreign countries, including the United States, have been invited to attend these memorial celebrations, and these guests will be accompanied by prominent Swiss to Brugg and Birr, onetime scene of Pestalozzi's activity and last resting place, where another main service is to be held.

Johann Heinrich Pestalozzi was born in Zurich on the 12th day of January, 1746, and his birthplace, the "Haus zum Schwarzen Horn," is still shown at No. 5 Rudenplatz. Adjoining stands the venerable "Haus zum Pflug," the birthplace of Pestalozzi's devoted wife, Anna Schulthess.

A Step and a Landing

Two Irishmen came up to New York, as the story goes, and for the first time stopped in a Broadway hotel. After they had changed for dinner they set forth in search of the staircase, and came upon a dark elevator shaft, the gate of which had been left open by a careless attendant. Seeing lights below him, the first man stepped down. There was a dull thud. "Are you all right, Jarge?" shrieked his companion anxiously.

"Yes," came the feeble reply, "but mind the first step, it's a deep one!"

TEACHERS' AGENCIES

BARDEEN-UNION TEACHERS AGENCY

DISCRIMINATES IN SELECTION
RECOMMENDS WITH EMPHASIS
FOLLOWS UP TEACHERS PLACED

Prompt and Careful Response to Inquiries. **Free Registration**

BARDEEN-UNION TEACHERS AGENCY
301-303 East Washington Street, Syracuse, N. Y.

ALBERT TEACHERS' AGENCY

42ND YEAR

25 E. Jackson Boulevard, Chicago
437 Fifth Ave., New York
Symes Bldg., Denver, Colo.
Peyton Bldg., Spokane, Wn.

TEACHERS WANTED especially those desiring **Promotion.** Operate everywhere. Best Schools, Colleges and Normals our clients. Send for booklet, "Teaching As a Business."

AMERICAN and FOREIGN TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York.

Kellogg's Agency recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place or know where a teacher may be wanted, address H. S. Kellogg, 31 Union Square, New York.

SCHERMERHORN TEACHERS' AGENCY

Established 1855

366 FIFTH AVENUE
New York City
Charles W. Mulford, Prop.
BRANCH OFFICES:
1386 Euclid Avenue
Cleveland, Ohio
406 Union Trust Building
Pittsburgh, Pa.

A superior agency for superior people. We register only reliable candidates. Services free to school officials.

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.

SEND FOR CIRCULARS

FRANK IRVING COOPER CORPORATION

ARCHITECTS ENGINEERS

Specializing in Schoolhouse Planning

172 Tremont St., Boston, Mass.

WINSHIP TEACHERS' AGENCY

We have unusual facilities for placing teachers in every part of the country.

6 Beacon St. . . Boston, Mass.

ALVIN F. PEASE, Manager

Long Distance Telephone

Member of National Association of Teachers' Agencies

from School Room *to* Hospital *-Only a few hours*

How easy it is for something to happen—an overplus of the wrong kind of germs or an accident. One starts out in the morning feeling fine, with the world looking like a good place in which to live. But this evening—or tomorrow—may find one in the hospital, facing a prolonged period of inactivity without income and a greatly increased expense account.

One teacher wrote: "On Jan. 14, 1925, I fell and broke my right arm. I was unable to perform my duties as a teacher for seven and four-sevenths weeks. Words do not express what the T. C. U. benefits meant to me at this time."

Another wrote: "After being in the T. C. U. for five years I had almost persuaded myself it was useless for me to go on, when I suddenly found myself in the hospital without an income. The more than generous check I received from you at the end of four weeks' confinement was like a burst of sunshine."

You may have a similar experience. Thousands of others do. One teacher in five is disabled each year.

Remember this—your experience may be similar to those quoted above in misfortune, but it cannot be similar in the pleasant sequels unless you get protection before something happens.

Decide now to become one of those fortunate teachers—

—Who have no financial worries, due to Accident or Sickness.

—Who have a regular income in time of need.

Take the advice of Miss Ethel Mary Ewell, Montgomery, Ala., who wrote: "If you have never carried the T. C. U. Umbrella along with you, I advise you to secure one at once, no delay. I have carried one for a long time and find it a wonderful help when the rainy days come."

The time will come when a check from the T. C. U. will mean more to you than anything else could possibly mean. If you want to be on the T. C. U. Payroll in time of need, now is the time to find out all about it.

FREE INFORMATION

Just send the coupon in the lower right hand corner for complete details of T. C. U. Protection. Sending it places you under no obligation, but enables us to explain fully and to give you copies of hundreds of letters from teachers who have been helped by T. C. U. in time of need.

Teachers Casualty Underwriters

441 T. C. U. Building, Lincoln, Nebraska

FREE INFORMATION COUPON

To the T. C. U., 441 T. C. U. Bldg.
Lincoln, Nebraska.

I am interested in knowing about your Protective Benefits. Send me the whole story and booklet of testimonials.

Name.....

Address.....

(This coupon places the sender under no obligation)